



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SHRI MAHARANI TARABAI GOVERNMENT COLLEGE
OF EDUCATION, KOLHAPUR.**

**S.M.T.GOV.T.COLLEGE OF EDUCATION , SHAHUPURI 3RD LANE ,KOLHAPUR
416001**

www.smtckop.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Ashok U. Ubale , Principal, Shree Maharani Tarabai College Of Education, Kolhapur am extremely delighted to present the SAR of the institute, which forms the foundation on the order of development i.e. **Ya Jivamadhite Dhyapakaha**.

Our institution was established in the year 1934, is the only institute in the Western Region which has now reached the zenith of success. **Ya Jivamadhite Dhyapakaha** is the motto of the institute Inspired by the aims such as overall personality development and other related factors through the process of training to the teachers and to cultivate teaching values the institute handing towards progression. The highly talented, dedicated, efficient , honest and sincere teaching staff of the institute, efficient non – teaching staff, meritious list student s , advanced audio-visual aids, technological aids, prosperous library, efficient Extension Services Department are the monogram of the institute.

All these factors have contributed in the up-gradation of the institute. The overall outcome of the training by social, spiritual, educational dimensions resulting in the teacher teaching having attained highly thoughtful aesthetic sense is created by the institute. Reflection of the overall activities of the institute can be seen in the report. While preparing this report it has been carefully kept in mind that all the activities mentioned in the report are carried out partially and I feel that it is the outcome of the efforts by each individual human factor of the institute.

Vision

GOALS AND MISION OF THE INSTITUTION

MOTTO: Yava Jivamadhite Adhyapakaha

VISION –To prepare Excellent Teachers Recognised as Brand “BTCIAN”

MISSION –“Excellence through Training”

Based on the objectives

Mission

MISSION –“Excellence through Training”

Objectives:

- To prepare competent and devoted good teachers for society.
- To prepare the teacher for nation building
- To prepare the teachers who are committed to preserv culture of the nation and transmit democratic

values.

- To develop the scientific attitude amongst the trainee teachers.
- To prepare the teachers who understand the teaching as a profession in the context of global trends.
- To implement decentralized work culture with maximum participation of student teachers
- To develop life skills amongst the student teachers.
- To promote the research attitude and motivate them to do innovative practices for professional development.
- To encourage the student teachers to become the reflective practitioners of new two year B.Ed. curriculum
- To enhance the professional capacities of student teachers through the courses offered by the two year curriculum.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

S.M.T. Government College of Education in Kolhapur boasts a rich heritage of professional ethics and an 85-year tradition under the brand "Betician". This institution has been dedicated to fostering proficient teachers who contribute significantly to society. Upholding professional ethics and innovative practices, the college aligns its curriculum with global standards, emphasizing knowledge, skills, and professional values.

The curriculum design process incorporates recommendations from apex bodies, statutory committees, national and state policies, NCTE norms, NAAC guidelines, and autonomous benchmarks. Admissions are strictly merit-based, ensuring the intake of capable students who are then exposed to a student-centric, need-based curriculum. This approach enables effective classroom transactions, diverse teaching approaches, and a comprehensive learning experience.

To facilitate organized learning, the institution prepares an academic calendar detailing teaching schedules, events, assessments, and breaks. Mandatory attendance ensures engagement in internship programs and practical sessions as scheduled. The institution's commitment to quality education is reflected in the consistent presence of students in the Shivaji University merit list for B.Ed. final exams.

The college has embraced modernization through grants and funding. Infrastructure improvements worth Rs 2 crore were authorized by the State Project Directorate, RUSA Maharashtra, while Rs. 50 lakhs were approved by the Maharashtra government for equipment procurement. Additionally, energy-efficient measures such as solar panels and LED lamps were integrated into the college infrastructure, with a grant of Rs 42 lakhs invested in renovations.

The institution takes an active role in environmental awareness, educating students on water and electricity conservation. It diligently follows Shivaji University and Maharashtra State GR circulars to implement programs effectively.

Established in 1934, Shree Maharani Tarabai Government College of Education stands as the first educational facility in Southern Maharashtra for teacher education. Recognized by NCTE and permanently affiliated with Shivaji University, the institution has a long tradition of imparting knowledge and skills to develop proficient teachers. The commitment of its educators is evident as they contribute to society as principals, headmasters, tutors, and educational catalysts, retiring with respect and honor.

The institution's vision is to prepare excellent teachers recognized as brand "Betician," while its mission is "Excellence through Training." The highly qualified teaching staff, recruited through rigorous processes, includes professors and associates with Ph.D. degrees and research experience. The college boasts 60% research guides, creating a rich research environment. Operating mainly on state government funds, the institution has made its mark with attributes like historical architecture, excellence in cultural and extension activities, a B+ grade reaccreditation by NAAC, strong infrastructure, and a qualified and experienced faculty. Grants from RUSA further support its growth and development. As a pioneer in teacher education, S.M.T. Government College of Education continues to shape the future of education with its commitment to quality, ethics, and innovation.

Institutional Weakness

1) AS TI IS MAHARASHTRA GOVERNMENT COLLEGE, THERE ARE TRANSFERS ALL OVER MAHARASHTRA

- 1) Less faculty due to government limitations on recruitment
- 3) No MOU, MRP
- 4) Less number of publication of reference books with ISBN
- 5) Grants were available according to government policy.
- 6) No placement cell
- 7) Various Government Departments have acquired the ground floor building and working since March 2023.
- 8) There is no sufficient/ enough recruitment of teaching & non teaching staff .

Institutional Opportunity

- 1) To acquire a status of College of Excellence

- 2) To start Short term courses
- 3) To organize international seminars/conferences
- 4) To enhance college-industry-community network
- 5) To strengthen consultancy practices

Institutional Challenge

- 1) Be ready for change according to NEP
- 2) To maintain the all round performance of the college
- 2) To organize international seminars/conferences
- 3) To strengthen the research culture here after

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shree Maharani Tarabai Government College of Education has the mechanism for well planned curriculum delivery and documentation. Our institute flexibly follows the NCTE curriculum framework for Two year B.Ed.course. The nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive Coverage of themes and rigorous field engagement with students, school, and community. The Institution has heritage of Profesional ethics. The college has eighty five years brand "Betician" tradition. The Professional Ethices and innovative practices were done effectively. The Gender sensitivity programme was arranged by Internal Complaint prohibition committee. It was conducted by online mode. The human values inculcation itself is a core part of B.Ed. Curriculum. The Environmental Education is the Seperate elective paper taught to the teacher trainee. 1. Gender Sensitivity: Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counseling services are provided through a Counseling Cell. Environment and Sustainability: education and healthcare, innovation and human values. An intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institute made provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres. During the Internship, a student-teacher worked as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers observed the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of

curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary level classes for experience. The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment according to Shivaji University Kolhapur Two year B. Ed. Syllabus..

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE, Government of Maharashtra and Shivaji University, Kolhapur. All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and reservations are also taken care of during the admission by the institution. To retain the students with diverse backgrounds the institution provides the facilities like fee concession, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various ICT resources such as Google Classroom and other E-platforms in providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship. College endeavors to professionally enrich their staff members by providing them chance to be a part of various refresher courses. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

Infrastructure and Learning Resources. Physical facilities and study sources in colleges:-- Sri Maharani Tarabai Government Teachers College has all the facilities including classrooms, seminar halls, science labs, psychology labs, computer labs, etc. BEd students are provided materials for experiments in science labs from science labs, according to attendance number, and all materials are provided for a total of ten psychological

experiments in BEd course. ICT facility is available for faculty and students in BEd to conduct guided lessons, practice lessons, feedback lessons and lectures. According to the availability of smart board, all the professors and students teach and study by using the internet in various subjects from the computer lab, by preparing PPT and by using the LCD. In the college, cultural programs such as birthdays, death anniversaries, national events, annual meetings etc. are held in the given time as per the schedule. Students play various sports by providing materials to the students. Sports competitions are planned and accordingly sports competitions are held and gymnasium, yoga center in the colleges have well equipped ground for it. The college has classrooms and well-equipped seminar halls with ICT based smart classrooms, LCD, Wi-Fi, LAN, etc. and has a classroom and seminar hall with a capacity of 100 students. All the faculty and all the B Ed students always use these facilities in the college in a good way. In addition to the salary of the college, the government has provided grants for the development of physical facilities in the last five years, thereby providing physical facilities for the students in the colleges. The facilities of digital library, integrated library management system etc. have been provided in the college libraries. More than 35000 b.ed course and educational research and other reference books are available in the library. In this college, in the last five years, e-books, shodganga journals e, online OPEC system software are available in the library, according to the plan, students and professors exchange books. Also remote access to e-resources is available. One professor and ten students use the books in the library every day throughout the year. IT facility in college with Wi-Fi in every method room classroom, seminar hall facility is available all students use it daily in college band with internet connection more than hundred mbps according to college lecture hall, seminar hall, seven method room, library, Sahavichar meeting hall, Office, principal's room, professor's room, science lab, computer lab, psychology lab, etc. departments are provided with Wi-Fi and study resources for the students along with all the furniture using them.

Student Support and Progression

Shree Maharani Tarabai Government College of Education, Kolhapur, a prominent government teacher training institution in western Maharashtra, offers a comprehensive array of facilities to support effective teaching and learning. The campus is equipped with state-of-the-art amenities, including classrooms, laboratories, sports fields, fitness centers, computing facilities, and a sports complex, all tailored to accommodate various programs.

The college, founded in 1934, boasts an independent library department that serves as an invaluable resource hub for students, teachers, and researchers. The library holds a collection of reading material worth Rs. 12,54,701, including 32,266 books encompassing reference materials, comic books, and various volumes. The library further houses 72 dictionaries, 5 types of daily newspapers, and 12 magazines covering diverse topics, providing extensive knowledge and information to its users.

Science Laboratory acts as a platform for professors and trainee students to conduct experiments, demonstrations, and simulated lessons. Psychology Laboratory facilitates students in conducting 4 out of 12 psychological experiments required for the B.Ed. course. The institution's Computer Laboratory serves as a space for practical work, adhering to guidelines that ensure proper usage and maintenance of equipment.

Audio and Visual Lab aids professors and students in incorporating audio-video materials into lessons, utilizing tools like LCD projectors, OHP, and sound systems. The college's two lecture halls, equipped with LCD projectors and OHP, can accommodate 80 students each. The college administration is working toward adopting an Integrated Library Management System (ILMS) for library automation, which would enhance accessibility and ease of use.

Although the college currently lacks remote access to its library content, it compensates by offering Wi-Fi facilities throughout the campus, enabling students and faculty to access online resources for educational and research purposes. The college actively acquires educational documents and provides Wi-Fi access in classrooms, common halls, and computer labs to facilitate effective ICT integration in teaching and learning.

The institution's emphasis on sports and physical education is evident through its well-equipped sports complex, where a range of indoor and outdoor games are available. This aligns with the college's commitment to fostering a holistic educational experience.

Overall, Shree Maharani Tarabai Government College of Education exemplifies its dedication to quality education by offering an array of facilities that cater to the needs of students, professors, and researchers, enhancing their teaching, learning, and research experiences.

Governance, Leadership and Management

Shree Maharani Tarabai Government College of Education, Kolhapur has a strong governance structure and management system. The vision of Shree Maharani Tarabai Government College of Education, Kolhapur is 'to provide quality higher education and research through recognized as the leading institution for academic excellence'. And the mission of the Shree Maharani Tarabai Government College of Education, Kolhapur is to promote Education, to impart education and training in Teacher education.

To provide wider access to people desirous of pursuing programmes of higher education and training in marathi medium through teaching on the campus as well as at a distance, and to provide focus on co- education.

To implement and materialize the vision and mission, Shree Maharani Tarabai Government College of Education, Kolhapur has a very strong administrative and academic governing system, which comprises University Court, Executive Council, Academic Council, School Boards, Boards of Studies of the Departments as declared by the Statutes of the University.

All these bodies and committees mostly have large number of University teachers'

representation, in addition to the expert members appointed by the Government wherever required. Every decision that Shree Maharani Tarabai Government College of Education, Kolhapur makes in respect of academics, furthering its cause, honouring its vision or materializing its mission involve teachers. Additionally, Shree Maharani Tarabai Government College of Education, Kolhapur conducts most of its academic and administrative works and make decisions through the system of constitution of committees and advisory boards, which demonstrates clearly its practice of decentralization and participative management.

Shree Maharani Tarabai Government College of Education, Kolhapur has a very strong IQAC system in place; some of the post accreditation measures that the University initiated are:

1. Reconstitution of IQAC in line with NAAC Guidelines
2. Nomination of Coordinators for IQAC from all the teaching and research departments, centres and colleges
3. Developing of online feedback system for all the regular students of the University
4. Display of, and discussion on the answer scripts after evaluation with the students by the faculty etc.

Institutional Values and Best Practices

Our institution's uniqueness lies in its vision, priorities, and focus. State Project Directorate, RUSA Maharashtra, approved infrastructure funding of Rs 2 Crores under RUSA 2.0 for our college, catering to equipment purchases, renovations, and new constructions. This includes modern labs, virtual labs, computer centers, and technologically advanced classrooms. Grants were allocated for historical building remodeling, sports facilities, computers, labs, book procurement, and E-resources. Notable enhancements include rainwater collection, solar energy systems, accessible restrooms, and signage, aligning with our green practices.

A grant of Rs 95.46 lakh was sanctioned for new building construction, commencing soon by the public work department. Renovation funds of Rs 41.77 lakh were received and used for upgrading existing facilities, flooring, furniture, and electrification. Additionally, a Rs 50 lakh grant facilitated equipment purchase via GeM within three months.

Promoting continuous reading is a commendable practice, fostering academic and personal growth. Upholding self-discipline in campus cleanliness, our slogans "plastic-free campus" and "save waste and electricity" are reinforced through awareness programs. The verdant campus features proper sanitation facilities for students and staff, aligning with our commitment to eco-friendly practices such as bicycle/E-vehicle usage, plastic reduction, and green landscaping.

Our government institution diligently follows Shivaji University and Maharashtra State GR circulars. Initiatives like "Majhi Vasundhara Abhiyaan" and "Raan Bhajya Mahotsav" demonstrate our dedication to environmental conservation and local knowledge propagation. A prescribed Code of Conduct, displayed on our website, is upheld through orientations, monitoring committees, and periodic professional ethics programs

Our initiative focuses on holistic development through yoga, pranayama, acupressure, music therapy, and fostering a global mindset. We aim to preserve Indian cultural ideologies and diverse heritages. Emphasizing energy conservation and alternate sources, waste burning is prohibited, and campus waste is managed sustainably. Daily staff ensures cleanliness, and water management initiatives maintain a pollution-free environment.

In summary, our institution stands out for its clear vision, strategic priorities, and eco-conscious practices, enhancing education and sustainable living for all.

Research and Outreach Activities

Since the institute mainly focus on teacher training action research is emphasize in this college. Applications were submitted to UGC for research project from the college. One HV project of ICSSR was sanctioned to one professor but due to include in this report further efforts will be made for research grant.

This colleges had 100% Ph.D. teachers during the period of 2022 and 23 ,out of which Dr karwande was granted study leave .Three Associate Professors in this college are recognise guide of Ph.D..

Four student have been awarded Ph.D. under the guidance of Associate Professor Dr Lata Patil and 3 more students are persuing Ph.D. research ,three students awarded a M.Phil. degree under guidance of Dr Lata Patil, Six students have been awarded Ph.D. under the guidance of Professor Dr.Sali,and three students are doing Ph.D. research under his guidance.Five students awarded a M.Phil. degree under guidance of Dr Sali,Two students are doing Ph.D. under the guidance of Associate professor Dr. Chavan. In the year 2022- 23 ,Associate Professor Kamble and Assistant Professor Gautam Mane awardedPh.D. degree . Dr. Khatal and Dr Deshpande also have Ph.D. degree and Dr Khatal guided 8 students .All the teachers of the college have

published article on national and international level.

450 research articles have been published during the international conference held in this college on February 2 ,2019 by various participants.

A large number of activities are conducted in this college in terms of research action.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI MAHARANI TARABAI GOVERNMENT COLLEGE OF EDUCATION, KOLHAPUR.
Address	S.M.T.Govt.College of Education , Shahupuri 3rd lane ,Kolhapur
City	Kolhapur
State	Maharashtra
Pin	416001
Website	www.smtckop.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ashok Uddhav Ubale	0231-2535043		-	
IQAC / CIQA coordinator	Lata Shivaji Patil	0231-2423063	9423859673	-	drplata19@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-05-1974	View Document
12B of UGC	21-05-1974	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	11-04-2017	50	Continuous Recognition Order

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	S.M.T.Govt.College of Education , Shahupuri 3rd lane ,Kolhapur	Urban	1.168	1621

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	graduate	Marathi	50	48

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	5	1	0	6
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	3	2	0	5
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	0	0	0	15
	Female	33	0	0	0	33
	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	2	3	0	1
	Female	14	6	3	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	2	0	0
	Others	0	0	0	0
OBC	Male	2	1	1	2
	Female	6	3	3	7
	Others	0	0	0	0
General	Male	7	7	1	4
	Female	12	24	8	13
	Others	0	0	0	0
Others	Male	5	1	2	2
	Female	6	0	5	4
	Others	0	0	0	0
Total		54	47	23	38

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shree Maharani Tarabai Government College of Education, Kolhapur is the oldest teacher education institution. In the last eighty eight years the teacher educating programme each run with own defined
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	<p>quality indicators. Its impact on the heterogeneous group of our student teachers by many disciplines. Multidisciplinary draws on knowledge from different disciplines but stays within their boundaries. Interdisciplinary analyzes, synthesizes and harmonizes links between disciplines into a coordinated and coherent whole. Transdisciplinarity integrates the natural, social and health sciences in a humanities context, and transcends their traditional boundaries. The objectives of multiple disciplinary approaches are to resolve real world or complex problems, to provide different perspectives on problems, to create comprehensive research questions. The Perspective in Education, Pedagogy of school subjects and engagement with the field helps to develop the comprehensive approach to teaching and learning.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Shree Maharani Tarabai Government College of Education, Kolhapur is permanently affiliated to the Shivaji University, Kolhapur. The Academic Bank of Credit is a digital storehouse of the achieved credits of individuals. The CGPA of marks converted into grade system functions well in the university examination. The ABC will function in NEP 2020 by multiple entries and multiple exits of the students in various courses.</p>
<p>3. Skill development:</p>	<p>Shree Maharani Tarabai Government College of Education, Kolhapur is permanently affiliated to the Shivaji University, Kolhapur. Our institution has organised international conference on the theme “Skill Development in Higher Education” where more than 450 research papers were published. Skill development helps to build a strong foundation for students at the school level. It helps to build self-esteem, confidence, and leadership skills. It develops problem-solving skills and collaboration. It helps students become independent thinkers and encourages them to plan for their future Skill development means a process which enables trainees and the working age people to gain access to dexterity, knowledge and ability, career ethics and good working attitude by skill training, establishing skill standards, and other related activities. The special lecture series was arranged by the faculty member for student teachers</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>Shree Maharani Tarabai Government College of</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>Education, Kolhapur is an a oldest teacher education institution in Maharashtra. It has the parallel impartion of Indian knowledge systems which has a strong foundation in Indian culture, philosophy, and spirituality and has evolved through thousands of years. These knowledge systems, including Ayurveda, Yoga, Vedanta, and Vedic sciences, are still applicable in the modern world in several ways .From the profound discoveries in Mathematics and astronomy by ancient scholars like Aryabhata and Brahmagupta, to the holistic understanding of the universe captured in the Upanishads, the Indian knowledge system weaves together threads of ancient wisdom and scientific pursuit. Being a government institution we have a restriction on online courses and we are now in the phase of designing online courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Two-year B.Ed. Programmed outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, Case studies, group presentations, projects, discussions on reflective journals, Observations of children, and interactions with the community in multiple socio cultural Environments.The whole course is outcome based and have a general and specific objectives.</p>
<p>6. Distance education/online education:</p>	<p>“Distance learning” refers to any education provided without the teacher and students being physically present together. In the past, high schools and universities offered correspondence courses as a method of distance learning. Distance Education “is a process to create and provide access to learning when the source of information and the learners are</p>

separated by time and distance, or both.” In other words, distance learning is the process of creating an educational experience of equal qualitative value for the learner. The B.Ed. Two year regular course during covid 19 was conducted on line mode but after pendamics it is run off-line

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES</p>
<p>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?</p>	<p>Electoral Literacy Club was established in Shri Maharani Tarabai Government College Of Education, Kolhapur on November 3, 2017. As per the instructions of Election Commission of India, Samata Election Literacy Club was established in Shree Maharani Tarabai Government College Of Education, Kolhapur. Nodal officer of this committee was Prof. Shri G M Mane.</p>
<p>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.</p>	<p>As per the instructions of the Election Commission of India, this Voter Awareness Forum was established on 16th July 2018 and many different competitions were organised by this forum.16 students were members in this, to make voters aware. Information books about voting were made and distributed in the community by students.</p>
<p>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.</p>	<p>Professor Dr. Sarjerao Chavan Sir was appointed as Zonal Officer on 17th March 2022 for the by-election of the Assembly Constituency. Also Shree Pravin Mane was appointed as BLO at voters centre number 274/88, Javaharnagar Kolhapur.</p>
<p>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.</p>	<p>Voter Awareness means voter awareness forum was established to strengthen the college parliamentary democracy. President of Chhatraparishad Professor Dr. Gautam Mane acted as Youth Information Ambassador Nodal Officer. 16 trainees participated in this forum. Mr. Omkar Mali and Mrs. Vasundhara Kamble acted as campus representatives. Also</p>

Harshvardhan Shinde and Dheeraj Ghadge were selected. On behalf of the Voter Awareness Forum, a spontaneous oratorical competition was organized. The team discussed the importance of strengthening democracy. At the same time, the Collector's Office Kolhapur guided the EVM machine.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	47	25	35	38
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	55	55	55
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	16	14	11	20
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	47	22	34	37
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	47	22	34	38
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	47	25	36	38
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	6	6

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
50.48	3.94	5.50	8.83	6.19

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

3.2

Number of Computers in the institution for academic purposes..

Response: 10

File Description	Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Shree Maharani Tarabai Government College of Education has the mechanism for well planned curriculum delivery and documentation. Our institute flexibly follows the NCTE curriculum framework for Two year B.Ed.Programm Affiliated to Shivaji University,Kolhapur. The nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive Coverage of themes and rigorous field engagement with students, school, and community.

Two year B.Ed. programme is comprised of three broad inter related curricular areas. It includes Perspectives in Education, Curriculum and Pedagogical Studies, Engagement with the field. All the courses include in built field based units of study and projects along with theoretical inputs from the interdisciplinary perspectives. Engagement with the field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers.

Transaction of the courses is to be done using a variety of approaches such as, case studies, group presentations, projects, and discussions on reflective journals, observation of children and interactions with the community in multiple socio cultural environments. We have deliberately discuss and distribute the Perspectives in Education courses according to the interest, aptitude and in-depth study and Vast experience of theory paper teaching. The total six courses begin from Childhood and Growing up to last one creating an Inclusive School. These courses to be transacted in two year period under the curricular area of Perspectives in Education. The Curriculum and Pedagogical Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of learning. It includes Language across the Curriculum, Understanding Disciplines and Subjects, Pedagogy of School Subject, Assessment for Learning and Environmental Education. These courses aim to developing in Students and understanding of the curriculum, linking school knowledge with community life. All the teacher educators are the method masters. All the student teachers complete the sectional work under the guidance of method masters. The Engagement with the field includes the self, the child, Community and school. This curricular area has three components. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus. Second biggest area is School Internship Programme in the first year; there is work on the field amounting to minimum four weeks, spread over several days throughout the year. This includes one week of school engagement and three weeks of other engagement. In the second year there is minimum of sixteen weeks of engagement with the field of which fifteen weeks are for school internship and one week for other field engagements. Total twenty weeks allocated over the two years for tasks, assignments and school internship in the field

under the broad curricular area Engagement with the field. Third one prone zone on Enhancing Professional Capacities. The pre planned academic calendar gets executed throughout the year.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 70

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

File Description**Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

1.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
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: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**Response:** 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The Institution has th heritage of Profesional ethics.The college has eighty five years brand "Betician" tradition.The Professional Ethices and innovative practices were done effectively.The Gender sensitivity programme was arranged by Internal Complaint prohibition committee.It was conducted by online mode.The human values inculcation itself is a core part of B.Ed. Curriculum.The Environmental Education is the Seperate elective paper taught to the teacher trainee.1. Gender Sensitivity: Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counseling services are provided through a Counseling Cell. Environment and Sustainability: education and healthcare, innovation and human values.

Environment awareness rallyorganized. Environment Day, Earth Day and Water Day are annually celebrated. education and healthcare. 3. Human Values and Professional Ethics The curriculum has all the compulsory core courses in all UG programmes specially focused on the development of human values and professional ethics: The Institute also has a Model Code of Ethics to curb various malpractices.The no vehicle day is one of the best practice of our institution. Purposefully every saturday all the faculty members and students do come with bicycle. This practice occurs by genral notice of institution.

At our BED college, we recognize the significance of preserving and propagating India's ancient knowledge system while adapting to modern educational methods. Through an appropriate integration of Indian knowledge, we aim to instill a deep understanding and appreciation of our cultural heritage among aspiring educators. Our approach involves teaching in Indian languages, incorporating cultural elements, and embracing technology through online courses. This holistic approach ensures a balanced and enriched learning experience for our students.

1. **Teaching in Indian Languages:** Language plays a pivotal role in preserving culture and heritage. To foster a strong connection with India's knowledge system, we encourage using Indian languages as a medium of instruction alongside English. Bilingual education empowers our students to engage more authentically with classical Indian texts, historical documents, and indigenous knowledge sources. By incorporating regional languages, we not only promote linguistic diversity but also ensure that traditional wisdom is accessible and relatable to learners from diverse backgrounds.
2. **Culturally Enriched Curriculum:** Our curriculum is designed to incorporate elements of Indian culture, history, and philosophy. We strive to contextualize educational content within the broader framework of India's cultural heritage. By integrating traditional practices, art, music, dance, and folklore, we create an inclusive and immersive learning environment. This approach fosters a sense of pride and belonging among students, inspiring them to become advocates of India's cultural legacy.
3. **Embracing Technology with Online Courses:** While preserving our heritage is essential, we recognize the value of embracing modern educational tools. To ensure a comprehensive learning experience, we supplement our traditional classroom teachings with online teaching mode that are enriched with Indian knowledge. These courses cover topics ranging from Educational Psychology, Philosophy, History of Indian Education, Inclusive school concept and literature to traditional educational practices. By leveraging technology, we make these resources accessible to a wider audience beyond the confines of our college, thereby promoting India's knowledge system on a global scale.
4. **Collaborative Partnerships:** To enhance the integration of the Indian Knowledge system, we actively seek collaborations with renowned scholars, cultural institutions, and experts in various domains. These partnerships provide our students with exposure to diverse perspectives and valuable insights. Through guest lectures, workshops, and interactive sessions, we bridge the gap between academia and practitioners, allowing students to witness the practical application of ancient knowledge in modern contexts.

Conclusion: By incorporating Indian languages, culture, and online modes of teaching into our curriculum, our BED college aims to foster a generation of educators who appreciate and value India's rich knowledge system. This approach not only strengthens our cultural roots but also equips our graduates with a broader understanding of education and its role in shaping society. We take pride in preparing teachers who can effectively carry forward the torch of Indian wisdom while embracing the advancements of the 21st century.

Professional Ethics for Non-teaching Staff

Hon. Principal and all senior faculty members always encourages and inspires all non-teaching staff regarding e-governance. Our all non-teaching staff deals with the use of ICT by diverse purpose of bettering their access to information and building their capacities. All the students, faculty members, Technology and resources are the four prominent pillars of e-governance. Our office is paperless and

cashless. All records are kept in soft form and if it is desperately required in hard form then it is kept in a safe, secure place. The Head clerk is the chief custodian of all the documents.

Professional Ethics for Teacher Educators

Shree Maharani Tarabai Government college of Education, Kolhapur conducts several meetings for curriculum planning and development and its implementation is as an ethical best practice. Preparation for Annual Quality Assurance Report and Self Study Report, NEP 2020 context to teacher education. Our Principal and senior staff enlightened us by the recent approaches towards teacher education as an interdisciplinary discipline. They also motivate to work sincerely, honestly within a very small span of time. Being a government college all the government and university regulations are followed strictly in this institution.

Professional Ethics for the Student Teachers

Our Institution organizes many activities for the stakeholders. Right from the beginning of the first semester students get proper guideline for the admission process.

After getting the admission immediately within one week there is student's well acquaintance programme for each and every semester. The general orientation programme for all the faculty members arranged for each and every semester. This orientation overcomes the anxieties, uncertainties and the doubts about the curriculum. It also helps to create the sensitive awareness about the objectives of the curriculum.

As per the curriculum framework designed for two year B.Ed. Regular course all the core subjects, Pedagogy of school subjects, All Enhancement of Professional Capacities and Discipline specific Elective courses including engagement with the field were organized as according to the designing of the Year Plan. In this way the ethical practices work holistically in our teacher education institution effectively.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Any other relevant information	View Document

1.3.2

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

Response:

S.M.T. Government College of Education ,Kolhapur keeping in view the global standards of Teacher curriculum, ensures in framing a knowledge and skill based curriculum emphasising the thrust of professional values and attitude among teachers. Recommendations and suggestions of apex bodies, statutory committees, the National and State policies, NCTE norms, NAAC and Autonomous benchmarks are reflected while planning, reviewing and enriching the B.Ed.two year curriculum. Specific areas of skills, values and attitudinal grooming are focused through Perspectives, electives, methodologies, EPC's .Exposure to functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies which also includes inclusive education. For all the 4 semesters student teachers familiarizes with the diversities in school system. We prepare to optimize the pre phase, the task based and post phase of the teacher training programme. The support system like library, laboratory, technology gadgets, online platform, practical sessions are reflected in the semester. Some of the highlights in our curriculum formulated after empirical research and incorporated are, engagement in task-based learning, elucidating capacity building through professional responsibilities, developing aesthetic recreational capabilities through co -scholastic domain during the formative phase of the curriculum transaction following Choice Based Credit System of evaluation. Continuous and comprehensive assessment focuses on maximizing the proficiency in both academia and skills, in attaining a sense of worthiness towards the teaching profession and valuing the decisions to take up this noble profession. In order to incorporate professional insight from the wide range of curricular experiences, enriched value added courses are in the syllabus such as exposure to the functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies. Special attention is given for emphasizing inclusivity in the syllabus .Outcome Based Education is the new area implemented from the year 2020.

School Internship : An intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institute made provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres. During the Internship, a student-teacher worked as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers observed the school and its classrooms for a week, to understand the school as a whole its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary level classes for experience.

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

1.3.3

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

Response:

the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education. Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of ‘Curriculum and Pedagogic Studies. These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.. The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment .

File Description	Document
Any other relevant information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 72.73

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

2.1.2

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

Response: 89.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	15	12	11	20

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

2.1.3

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	2	0	0

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

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:

Our Government College admissions are on merit. The institution has made the following provision: Face to face interview with the Principal, interaction with parents. Content test conducted at

the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities and enrichment programmes are offered. Interaction of Principal and faculty with students, self-introduction, orientation about college and Departments. Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, includes alumni on various themes, plantation :each one plant one, Mentoring. Areas like communication skills, computer knowledge and personality development sessions are assessed. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented to students. A series of talent search programmes in various fields i.e. sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity. Observation skills are strengthened through observation test. Collaborative and cooperative learning is encouraged by peer learning groups, both for advanced learners and slow learners for mutual benefits of assessing their skills through team work. To enhance language competency, Language proficiency sessions for different levels of students are offered through the language lab sessions on accent neutralization. During simulated practice of peer teaching each one teach others and learn the components of teacher behavior through an interactive process. Teacher educators assess their capabilities for competent pedagogical skills. Students are sent to various co-operating schools for internships with prior preparation and orientation on how to conduct themselves.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Any other relevant information	View Document

2.2.2

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

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.8

2.2.4.1 Number of mentors in the Institution

Response: 5

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college helps in applying capabilities and expertise in designing studentcentric,need-based curriculum paving the way for effective classroom transactions,implementing concepts for electives and specialized courses, imparting different types of teaching approaches to ensure no student is left behind.When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation,projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building. The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits,internships, allow students to understand how to develop education processes for classroom transaction.Students are provided with on-the-job training through different boards specific to internships at various levels. Guest Lectures supplement the teaching process and provide experiential learning. Drama and Art occupies significant and integral part of the college's teaching & learning process. The college's in-house events like the green challenge plantation drive and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth. Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Academic warm-up exercises to ensure assessment for learning instead of assessment of learning.In addition to above areas there are specific activities transacted using experiential and participatory learning.As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic, open and discipline centric are provided to enhance students' knowledge, competencies and research skills.Inter-Semester Break programmes permits developing self-learning skills, civic responsibility through extension services. The experiential learning approach facilitates skills as it is the foundation for higher education.E-learning mode of teaching using blended and flipped learning approaches are in practice. Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully. Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills.

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

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: 66.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	5	4	4

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

2.3.3

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

Response: 92.59

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: 50

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

Shree Maharani Tarabai Government college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork. Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and

language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and in house faculty who are willing to provide career and personal counseling and teach teamwork. Diversity is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Marathi, provide ample space for respecting student diversity. The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

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. Any 4 of the above

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

2.3.7

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

Response:

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Concept Attainment Model (CAM), Value based, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on CAM, ICT Based lessons/ E -Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model. Thus leading to social responsibility. These practices leads to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans. During teaching, students are encouraged to work in teams, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned methodology lecturers demonstrate each skill. They select topics for different lessons and form groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior at college level under simulation sessions which are implemented during internship. Impact of teaching during formative period inculcates life skills and values such as lifelong learning, leadership, team work, ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by connecting to real life. It engages them in reading and reflecting on texts, role-play, drama and art in education, critical understanding of ICT, which enables self-adapting capacity and apply new domains of knowledge to reflect on achieved disposition for holistic development. Empathy is developed through value based lessons Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred. While transacting the lesson, students are trained to in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner. Language Across Curriculum (LAC): Implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts. Students are sensitized to the three language formula and required to complete a project demonstrating their understanding of the LAC approach. Students teachers are continuously mentored to use translation applications to bridge the linguistic gap and take advantage of the certificate courses offered by the institute.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: A. All of the above

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

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: C. Any 2 of the above

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

2.4.5

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

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

Response: E. Any 1 or none of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

College sends student teachers to internship programme in four semesters catering to different levels. Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc. Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 19 weeks from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices. Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, evaluation tools etc.

Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each teacher trainee get at least five lesson plans approved by their methodology lecturers and are instructed to submit their lesson /unit plan daily to master teachers for constructive suggestions. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students. Before internship, School Study, Action research project are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students. Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools. The institution requires the master teachers to guide, supervise their performances, interact to provide continuous feedback to students.

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

2.4.9

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

Response: 12.5

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

Response: 4

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**

6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession. They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled.

The teacher educators identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel. Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees. As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be taught for the month earmarked by the government. The division of lessons into periods, number of classes to be

allotted for specific activities, how to give homework's that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge.

They render psychological support too. At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, a feedback is obtained regarding the students' teaching and interaction. Marks obtained are sent in sealed covers for analysis. Other than academics, principal and teacher educators are at their service in all circumstances. Students assigned in the same school give emotional- physical support. The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

1. Effectiveness in class room teaching

2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: B. Any 4 of the above

File Description	Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 94.29

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 45.45

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

Response: 3

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

2.5.3

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

Response: 20.14**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 141

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

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

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

Response:

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows: During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future. Pedagogues share information with colleagues, alumni and others regarding latest developments Professional Standards . NEP 2020

before re-designing the self-appraisal proforma for teacher educators at source. An in-depth study of the mobility of teaching as a profession, specialized areas are identified and NEP 2020, thrust areas are revisited before drafting the teacher observation rubric suitable for a multidisciplinary environment. The faculty members organizes seminars , webinars, capacity building sessions for in-house members (colleagues) in area of interest, expertise leading towards professional engagement. IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI), psycho-social learning, design thinking, Intellectual Property Right (IPR) are studied for personal growth of faculty & institution. Faculty members are involved in esteemed position for consultancy and advisory services in prestigious schools, colleges and NGO's. There is a scope of mutual intellectual growth. Faculty with their expertise are capable of selecting journals, books for references and upload ebooks using their experience of research and teaching exposure. All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes. The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction, marks obtained during internship that are sent in sealed covers are analysed for students' performance. On a rotational basis, projects and competitions are allotted to staff, in order to give maximum exposure to various areas so that they have a cross-sectional perspective of the various projects in all the four semesters. In-house deliberations take place informally in the staffroom on topics on educations.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Assessment of teaching of student teachers is viewed from two perspectives

1) knowledge assimilation

2) Microteaching skills. The students are assigned topics from school curriculum to teach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly, which helps the teacher educator in designing the methods of teaching. Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment. Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress 1) Mentor Assessment proforma 2) practical aspects in all courses 3) Field work 6) Literary references 7) Preparation of subject / project materials 8) ICT based teaching. The student teachers are exposed to experiential processes in preparing questions for the question bank, assessment rubrics, MCQ's, blue print, question-wise, item analysis. SAT records helps to measure the capabilities of individuals and analyse and standardize achievement test, diagnostic test and interpret the areas of difficulty faced in planning and implementation of formative assessment. Techniques highlighted during the classroom interactions to enhance competencies are:

1) One minute paper.

2) Recalling the muddiest points of the class.

3) Closure of the lesson through concept mapping.

4) Using mentimeters to test their conceptual clarity.

5) Feedback mechanism.

Equal weightage for theory & practicals are validated. Emphasis on higher order thinking and problem solving capabilities in designing question papers are in practice. With implementation of outcome based education, questions are framed in alignment with the course learning outcomes. A shift in evaluation from offline to online mode through Google workspace using digital tools Quizzes, Google forms, etc was implemented.

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

2.6.2

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

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised. An examination committee operates and Written grievances received are discussed in the committee meeting and resolved on a case -by – case basis. Students found with shortage of attendance too can avail the College's grievance process. Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate. Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief examiner by permitting them 15mts

extension. During the pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, for example link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts.

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

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares an ‘academic calendar’ containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar follows the NCTE norms of working days per semester followed by examination. The orientation & field work, practicals and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensure transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in preparation of the format, content and approach. During the Pandemic the faculty adopted diversified patterns of internal assessment to ensure quality.

Internship programmes are scheduled at different levels from semester I to IV to continuously assess the student teacher’s progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. The in-house teaching programmes of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the pandemic. The semester end examinations were held offline as well as online as per the pandemic situation following the UGC guidelines and WHO directives. After the commencement of each semester, for the B.Ed. programme, internals/periodicals are conducted after 45 days of classroom instruction. During the pandemic, the internal evaluation marks were increased from 30 to 50, through a third internal assessment. All the co-scholastic areas are earmarked in the academic calendar, for which student’s participation is assessed by their respective mentors. At the end of the programme, a formative assessment grade sheet is given to the students along with the memorandum of marks.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College's curriculum was drafted based on the learning outcomes in line with the vision and mission of the college. Since the ongoing NAAC period has to be in compliance with the current NAAC guidelines, college is in the process of converting the PO/CO system as evidenced by the documentation uploaded. Being in the inception stage, the system will be explored and expanded with existing processes to be revisited and redefined. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as

reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. which facilitates critical, reflective thinking and communication. The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components. B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it. Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching. Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity. Our Government College of Education on digital literacy that enables critical understanding of

ICT, competency in integrating technological innovation into instructional design: flipped learning, designing online courses and developing portfolio. Certificate course in Computers and ICT enhances skills in applications of different Google apps and other applications for effective online teaching.

File Description	Document
Any other relevant information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	47	22	34	37

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

Learning tasks through the course for UG are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead it towards metacognition. The attainment of metacognition is the complex process emphasised in core papers.

Specific rubrics are prepared to pin-point the observation towards professional standards expected from them. Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practised during internships are evidences of learning outcomes of professional and personal attributes.

The choice based credit-system is a universal assessment system which was implemented in 2015, makes our student teachers attain the idea of assigning credits and transfers hours into merit card. Learning tasks involves concept writing, mind mapping, one-minute paper, real time reaction, chain notes recreational activities, which are applied to engage with content, accelerate designing learning tasks at all levels of preparation, in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome.

The projects included in each of the semester is a rich source of learning beyond textbooks which is meticulously planned. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC. The professional capacity building through the paper Understanding the Self has made students attain social sensitivity, emotional intelligence, self-assessment strategies. The projects included is a rich source of learning beyond textbooks is planned. The activities under co-scholastic domain and certificate courses are graded in the add-on certificate, which reflects student's professional choice like start up schools and administrators. A formative assessment grade certificate is given to substantiate personality traits, academic participation to enhance pedagogical competencies and professional responsibilities.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 50

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

2.7.5

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

Response:

An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase. There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning. Literature on Teacher education has multitudinous theories regarding the developmental stages of pre-service teachers. From academics to practicals, specific assessment strategies are applied through the continuous internals project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. This stage is not a stand-alone stage but they are assessed as to how they learn new techniques, culturally sensitive practices, individualised learning techniques compiled with hands-on-experiences. Their strengths and areas of improvement are communicated. Data collected from the pre-assessment tools that measures knowledge, skills, competencies, and attitude are all analysed to check the difference in their performances from the entry level till date and reinforcement techniques are included. Student Teachers complete task oriented activities. After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed. programme. The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey**2.8.1**

Online student satisfaction survey regarding teaching learning process

Response: 4

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Any additional information	View Document

3.1.3

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

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

Response: D. Any 1 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 6.52**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	8	17	5

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response: 0.45****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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	1	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..**Response:** 5.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	4	4	5

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 95.98**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
50	47	22	34	38

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

3.3.3

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

Response: 84.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	47	00	33	38

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

3.3.4

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

Response:

2017-2018

1. A one day workshop of Dramatic Acting Workshop was conducted on 24th February 2018. Mr. Satish Baburao Patil sir of Dr. Cyrus Poonawala International School Peth Vadagaon worked as a guide.
2. In 2017-18 online course workshop on Heartfull Meditation was conducted under the guidance of Mr. Nitin Bhosale. Thirty eight students participated in it
3. Raj bhasha gaurav day was celebrated on 27th February 2017. Kusumagraj's biography was drawn on leaflet. In a poetry recitation competition 16 students was participated.
4. Village of Books, Bhilargaon visited on 27th February 2018. We visited the village to get information about the innovative system of Maharashtra Governance. And also in that visit we organized the competition of 'Marathi Language Related Slogans'.
5. Voter Awareness forum was organised. Prof. Gautam Mane served as the Nodal Officer of 'Yuva Mahiti Doot'. 18 students participated in that programme. Omkar mali was the representative of the programme and smt. Vasundhara Kamble was the Deputy Representative of the program. And also Harshvardhan Shinde and Dheeraj Ghatage selected as the 'Campus Representatives' of the program

2018-19

1. Theater Acting Workshop-

2. A one day Drama acting workshop was organised on 5th January 2019. Chandrakant Kamble and Pradeep Thakur, Professors of Annasaheb Dange Engineering College, Technology Department, Ashta, guided the student. In this workshop, guidance was given regarding music, drama, acting, songs etc.

3. International yoga day

4. 3rd International yoga day was celebrated on 21st June 2018. Yogist Dr. M N Handal conducted yoga.

5. 4) International Symposium on skill development in Higher Education was Organised on 2nd February 2019. Dr. G.C. Pradhan Dharwad University and Registrar of Shivaji University Dr. Vilas Nandivadekar were the guest of this symposium. The number of participants was 350. There were 450 research articles in this seminar and they published independently in ISSN

5) Blood Donation Camp

2019-20

1. International yoga day

4th International yoga day was celebrated on 21st June 2019. Yogist Dr. M.N. Hundal enlightened on yoga as a lifestyle

2) EK BHARAT SHRESHTHA BHARAT - various types of quiz competition were held on this occasion

3) Nai talim annual issue was published in the year of centenary golden Jubilee. Various competitions were organized on the occasion.

4) Lead college scheme

A health workshop was organised on this occasion. Dr Ujwala Gynaecologist gave health guidance.

2020_21

1) Nirantan Vachan Yojana

All the trainees participated in the continuous reading scheme in which 40 books were examined and read together online and offline also.

2021-22

Natures Club Activities

Cleaning Kalamba Lake

Nail Free Tree

Vasundhara Abhiyan

Save Environment Rally

Aids Awareness Program

Azadi Ka Amrut Mahostav

Poster Exhibition On Gender Sensitization

2022-23

Importance of 21st Century Education in Higher Education

Workshop On IPR

Quiz Competition on World Environment Day

Gender Sensitization And Self Defence Workshop

Superstition Removal Workshop

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

3.3.5

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	1	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 13.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	23	22	8

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

Response: 00

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

LIBRARY

Shree Maharani Tarabai Government College of Education, Kolhapur is the government teacher training college in western Maharashtra. The college was established in the year 1934. The college has an independent library department. This library section is useful for getting reference for students, teachers and many research students. This Library has quality reading material worth Rs. 12,54,701. The total number of books is 32266. It has 28,672 reference books and comic books. Different types of 580 volumes are here available. 72 dictionaries and 5 types of daily papers increase the importance of library. There news are 12 types of magazines based on various topics are available. This shows that the library facility is adequate .

SCIENCE LABORATORY

Science Laboratory is used for the experiment required for work. Professors use science material and Mathematics for Demonstration lessons, micro teaching lessons, Simulated lessons, Models of teaching lessons, and practice lessons are arranged by time-table for students. Trainee students use materials according to their necessity in practice teaching lessons

PSYCHOLOGY LABORATORY

Psychology Laboratory is used for 3 hours a twice in week for 4 out of 12 Psychological Experiments in the subject of Educational psychological in the B.Ed. course. The college has well equipped psychology Laboratory. B.Ed. students do the experiments themselves and write reports in the experiment book.

COMPUTER LABORATORY

The practical work is completed by the teacher trainee attending the computer room as per the schedule. They keep quite in computer room and do not do unnecessary personal computer work in department after completing the practical work computer should shut down. Use of objectionable website is a serious crime and use of prohibited website is avoided otherwise action is taken. Computer room is kept clean. Students keep their educational material safe in the places.

AUDIO AND VISUAL LAB / GEOGRAPHY APPARATUS

In the Audio-video department of college , professors and students use audio-video material as per

the need and demand according to the lesson plan in audio-visual room. LCD projector, OHP, Sound system , Camera etc. Also, geography teaching methods, maps, earthworms, replicas, tables etc teaching material are used.

CLASSROOM

Shree Maharani Tarabai Government College of Education has two divisions of students for first year B.Ed. students and two division for second year B.Ed. students. In the College there are two lecture halls and capacity of every Hall is 80 students. Both Halls have 160 chairs an 160 Tables. In lecture hall LCD projector and OHP is also available and every professor use this equipment for lessons daily. The students use theses equipment as a teaching aid Lecture hall is used for various programmes arranged by the college.

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

4.1.2

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

Response: 57.14

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

Response: 4

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

Response: 7

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

4.1.3

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

Response: 54.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	.2	0	.2	.3

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college has not yet adopted the automation system of library for using integrated library management system or any other software. However, the college administration needs the manpower expertise in the required ILMS system and the hardware for the same purpose.

Principal of the college has already taken a review of the plan regarding library automation . It has been found that in such automation process, the function that may be automated and any or all of the following acquisition cataloging , member management , circulation, serials control, entry library lending and acces to online public acces catalogue .

The principal of the college has appointed a committee to develop a college library system. It is a future project that manages and stores books information electronically according to the need of the students. The systems help both students and the librarian to keep a constant track of all the books available in the library. It allows both the admin and the students to search for the desired books.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

The college had signed an MOU with Shivaji university, Kolhapur for obtaining Shodhganga facility from the university during the period 2017-19 . During this period the students and the college faculties used this facility to get the online books, reference material as well as research material . The college intends to renew the shodhganga facility from Shivaji university by renewing the MOU with the university.

This college does not have remote access in the library. The remote access in library means the students and the teachers can access the library content anytime and from anywhere . There are many ways to enable remote access for your users, and many institution already have such mechanism in place i.e. proxy, VPN, Federal access etc.

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

4.2.3

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

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

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	0.17

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	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: 9.89

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

Response: 46

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

Response: 84

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

Response: 119

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

Response: 162

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

Response: 192

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college provides the Wi-Fi facility to the students in the college premises. The students are daily internet in college computer lab. The students and the faculty members get an access to Wi-Fi in

every classroom and the common hall. As per the B.Ed. syllabus the students and the faculty members use the ICT facilities in the computer hall where these facilities are provided to them. They use their cell phone, Internet, Google, and the social media like Whatapp, Instagram, Facebook, Twitter etc. especially to obtain the required information in their students and research. They also used the PPT and OHP for making the presentation in their respective subjects.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.4

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Any other relevant Information	View Document

4.3.4

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

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**

4. Teleprompter**5. Editing and graphic unit****Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 3.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
.94	.3	.3	.5	.49

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

4.4.2

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

Response:**Science Laboratory :-**

All B.Ed students of science and mathematics teaching methods use a variety of materials according to the attendance numbers for practice lessons as well as internships in the form of micro-teaching action lessons for teaching .

Psychological laboratory :-

All the students of B. Ed. are given discipline according to the attendance number for the psychology experiment in the subject of educational psychology .

Library :-

Books are exchanged daily in the college library by filling up the book registered . Students are given books of various languages, subject Methodology and magazines . The books are given to the students for extra reading. There is a separate reading room in the library . There is a well equipped library.

Computer :-

There are 22 computers in the computer lab of our college . Internet facility is available in the computer class room . computer based theoretical parts and demonstrations in the B. Ed. Course are competed daily from 11 am to 5.30 pm .According to the group of students the college have well equipped computer room .

Classroom :-

B.Ed class is held at 11.20 a.m. in the morning . All the B. Ed students , principal and all professors are present . Prayer , national anthem , news , moral stories are taken .

Sport complex :-

Indoor and outdoor games are played in the B .Ed. college in which cricket , volley ball , foot ball, kabaddi , kho-kho, highjump , carom , chess etc are included . Students are given sports equipment according to attendance number of groups.

Physical Educational Department – SPORTS, GAMES etc

Shree Maharani Tarabai Government College of Education, Kolhapur is the government teacher training college in western Maharashtra. The college was established in the year 1934. B.Ed. course trainee students are given sports materials for long jump, High jump, cricket , football, volley ball, rope jumping, Badminton, chess etc. The students use this material in the course of time according to attendance number and schedule. All sports material is available in the college.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

5.2.2

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

Response: 10.2

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 5

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.

File Description	Document
Data as per Data Template	View Document

5.2.3

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

Response: 4.74**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	1	2	1

File Description**Document**

Data as per Data Template

[View Document](#)**5.3 Student Participation and Activities****5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

The college constituted “Students Council” for every academic year. The selection of the student as members of the student's council is as per the provisions of the sections 40 (2) (b) of the „Maharashtra University Act 1994? and Maharashtra Public University Act 2016. At least two meetings of the students? council were organized every year.

The composition of “Students? council” is as follows:

Principal Chairman of the Student Council

A faculty nominated by the principal Member

The Director of sports and physical education Member One Student with academic merit at the examination held in the preceding year and engaged in full-time study in the college, nominated by the Principal Member One student showing outstanding performance in each activity of Sports, NSS, NCC and Cultural Activities, nominated by the Principal Member Two female students nominated by the Principal (SC/ ST/ NT/ DTNT/ OBC) .

Member the student members of the council elect a Secretary of the respective council. The activities and functions of the students’ Council

Monitors various academic and socio-cultural events in the college.

- Maintain overall discipline in the campus.
- Facilitator between the students and college

- Coordinate all extracurricular activities and biannual festival of the college.
- Raising funds whenever there is need to fulfill social responsibility.
- Plays a significant role as volunteers in conferences, workshops, sports events and other functions.

The composition of the students' council was established in 2014-15. After 2014-15, the University Act was in the suspension and supposed to be replaced by Public University Act. However, the college took the initiative to give representation to the students from 2015-16 onwards by taking them as members of the college working committees. The initiation taken by the college has fruitful results. The representative students played an active role in the activities and the decisions taken by different committees of the college. There was the development of leadership qualities, confidence, sense of responsibility and active participation among the students. The increase in communication and healthy dialogue is seen after this initiation. Students' role in academic and administrative bodies: Student's council represents working committees of the college. Students' representation is in the following committees:

College Development Committee

- Internal Quality Assurance Cell
- Grievances Redressal Cell and Anti-ragging Committee
- Student, Teacher, Guardian Co-ordination Committee
- Student's Welfare, Counseling, Career Guidance and Placement Cell
- Library Committee
- Recreation and Health Club
- Campus Cleanness and Beautification Committee
- Publicity Committee
- College Magazine Committee
- Sports Committee
- Cultural Activities Committee

Four Houses namely., Naya, Swatantrya, Samata, Bandhuta called Kuls and three clubs - Science Club, Literature Club, Nature Club work under the students' council of our institution.. We maintain transparency in all activities by involvement of stakeholders. By participating in various committees' students get exposure of social and corporate atmosphere. It helps to develop leadership skills, team building, decision making, time management, self-discipline among the students and create robust managers for industry. It helps the institute to generate fresh ideas which infuses dynamism in the institute's academic environment .

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	3	3

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

This institution has long tradition of the service to mankind by imparting knowledge and skills. The Proficient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalyst, Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration. Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni.

5.4.2

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

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

5.4.4

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

Response:

Shree Maharani Tarabai Government College of Education, Kolhapur is the pioneer institution imparting teacher education. This institution has long tradition of the service to mankind by imparting knowledge and skills. The Proficient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalist, Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration. Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni. The Alumni Associations helps in many ways viz, selection of experts, infrastructural rennovation, Organizing various programmes, Teacher's feedback by regular students.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Teacher Training Institute where future teachers are module. The vision of our Institution is “To Prepare Excellent Teachers recognized as brand “ BITCIAN” Along with this vision the college has mission of “Excellence through Training” with the vision and mission in mind the college administration has prepared the short term and long term courses. Our constant endeavour is to provide a safe, secure and conducive learning environment to the underprivileged students from rural and semi urban areas, particularly girls who aspire for higher education. The students are divide into four groups namely “Nyay, Swatantary, Samata, Bandhuta for better planning. Our college has formed a various committee like IQAC committee, UGC committee, ICC committee ,B.C. Cell ,Placement Cell, Purchase Committee. The B.Ed. Program has such courses which make them independent and confident for Audit course like Understanding of ICT prepare them for upcoming advance education system, also various functions and activities provide opportunities to students to check their talent and enhance it. appropriate guidance and encouragement is given by Teachers, this process is continuous and ongoing which help us to keep vision in focus. We train intellectually well developed teachers focusing on the vision of this college. All statutory bodies assign and decentralize the quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. The intellectual inputs like classroom discourses, project compilation and showcasing, field studies, in-depth research in novel areas, in-house exposure and school based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, learning through add on courses and through co-scholastic activities. The students will be able to promote capabilities for including national values and goals as enshrined in constitution of India.

The Institution decentralises all academic and administrative matters by constituting various committees consisting teachers and student representatives with specific objectives to achieve the vision of the Institution. In decision-making process every member of the committees are given complete freedom to express their views/opinions and those views/opinion are well taken for the improvement of the college functions. Well plan institutional academic calendar help us to achieve the vision and mission of the institution.

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

6.1.2

Institution practices decentralization and participative management

Response:

Our college has IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes and re-designing of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement. Functioning debates happen on inclusion of new areas takes decisions regarding revision of curriculum and suggests new projects. Gives suggestions to revise and add subunits and enhance practical activities and review examination patterns. The Institutional administration is participatory and decentralised. First of all, the administrative work and Teaching Workload is distributed among all the staff members Senior staff member gets Important folio. Generally, this distribution of work is done for two semesters, the teachers are appointed as the members of these committees/work by taking into account their interests and abilities. Every faculty member handles given folio under the able guidance of Principal. This is how administrative work is carried out in decentralized manner .

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

6.1.3

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

Response:

The Institute had created college administration wing to maintain the account of income and expenditure and the details of the finance and accounts is maintained electronically and sent also follow the Government of Maharashtra Rules and Regulation of finance Department and Department of Higher Education. Ours is Teachers training institute but first of all it is Government institute. Transparency in all aspects is our Identity. We have to claim all our financial needs To Directorate of Higher Education through budget. Budgetary provisions are made thrice a year, i.e four ,eight and eleven monthly. This budget gets sanctioned if they get convinced with the demands. Department releases grants time to time and we have to use it within stipulated time. We have to spend money under given specific head only. If we won't use it under given head the grant gets laps. receive money under any other head we have to give it back to treasury. If there is sanction and no funds in treasury then separate proposal other than budget is produced, demanding specific amount. Students fees are deposited in treasury. Few scholarships are directly credited to students accounts and few are receive to college which are transferred to students account. Record of every penny is maintained. Received grant is used to purchase required amenities. Meetings are conducted and desired purchases are put before the members their consent is taken , Purchase committee is there to buy anything. Purchases are made on GeM portal, which is mandatory for us state Government. This is how everything about finances is open, systematic transparent and can be checked at various levels. All expenditure proposals are budgeted by the Finance Committee and approved by the Governing Body . Regular internal and external auditing is a practice of this college. Performance Appraisal Report (PAR) through mahapar.maharashtra.gov.in for every year to evaluate the every teaching staff. The academic calendar and the syllabus is prepared yearly.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment**6.2.1****The institutional Strategic plan is effectively deployed****Response:**

The institution's strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College. In this regard, the Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. The principal instils confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met. Deciding on Key Performance Indicators Identifying detailed Objectives and Actions Financial Planning During academic period the Principal has

been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules, regulations and directives The institutional Strategic/ perspective plan is effectively deployed. Every institution has to have strategy for perspective plan to execute and achieve desired objectives. The perspective plans focus upon matters like infrastructural development, introduction of new programmes ,enhancement of quality in teaching-learning process, promotion of research, healthy practices, etc. The quality in teaching learning process' Accordingly, after the previous accreditation by NAAC in March 2017 the next perspective plan for the period 2017-2022 had been prepared by the IQAC by taking into consideration the recommendations of the NAAC Peer Team and the institute's vision, mission, objectives, core values, SWOC, and also the thrust areas at local and national level. Our focus is on holistic development of students through enhanced teaching learning process. For smooth functioning and achievement of those objectives we have detailed year plan which shows our strategy towards effective execution of teaching learning process. In this we have to manage two batches with different activities.

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

6.2.2

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

Response:

Appointment and Service rules and procedure -The college has fully qualified teachers as per the UGC / NCTE/ Affiliating University qualifications prescribed for teacher educators. Accordingly the teaching staff members recruited by Maharashtra Public Service Commission (MPSC). Further, their service condition is determined by the Government of Maharashtra. Hence, the college has highly qualified teacher educators with commitment and dedication. The non-teaching staff members are also in position as per the State Government norms. They also work for the quality enhancement of education in the college. The policy implemented as per state Government rules and regulations.

Administrative setup -For Teaching Faculty - Higher and Technical Education Department - State of Maharashtra

Director of Higher Education State of Maharashtra , Pune

Principal - Head of Institution

For Non - Teaching Faculty - The Regional Joint Director of Higher Education Kolhapur Region. The key components of the organizational structure of the college are the various statutory bodies like Governing Body. It reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the

watchful eye of the IQAC. This is government organization institution run by State Government of Maharashtra. The college administration has a network of advisory, executive and supervisory bodies. The college organogram is as attached. We have following institutional bodies named as College Development Committee (CDC) is constituted as per the Maharashtra Universities Act of 2016, IQAC (Internal Quality Assurance Cell), Internal Complaints Committee, (ICC), Backward class Cell, Anti Ragging Committee, RTI Cell, Alumni Committee, District Planning Development Committee, Library Committee, College Website Committee. They are informed their role and responsibilities. Chairperson of the committee explain rules and procedure. For most of the Committees no separate appointments are made, available administrative setup is provided. College Development Committee is the policy making body which monitors the entire academic and administrative functioning of the college on behalf of Governing body. It is also a grievance redressed body. The issues related to functions of various bodies, service rules, procedures, recruitment, promotional policies, etc. are deliberated through CDC as per Maharashtra University Act 2016 and directions of the State Government as per MCSR rule and regulations regarding recruitment service rule, leaves, Pension and related to service benefits.

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Shree Maharani Tarabai Government College of Education, has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner. There are many academic and administrative bodies, committees functioning in our institution. Some Administrative committee are named as Internal Quality Assurance Cell (IQAC) , College Development Committee (CDC), Grievance Redressal cell, Women Development cell, Anti Ragging Committee, BC Cell, Health and Hygiene committee, Writing off Committee etc all these committees have at least one meeting in a year. Along with these, there are few academic committee like Student Council, Planning is done. Issues are discussed and resolved and minutes are kept. Decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees,

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies**6.3.1****Effective implementation of welfare measures for teaching and non-teaching staff is in place****Response:**

Planning is done. Issues are discussed and resolved and minutes are kept. Decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, hence it becomes easy to communicate each other and implement decisions successfully. Congenial atmosphere in the staff room. Recreational programmes organized by the management for the well-being of the staff. Spiritual nourishment is provided through assembly, celebrations, prayer meetings and so forth. Library resources, journals, other materials required from outside the college are all made available for the staff to enrich their content. Faculty is informed about their CAS and the provision to secure them whenever they are eligible. The institution conducts seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences. Extension lectures on research methodology and in-house elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC. Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility. Travelling

allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college. The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers. Staff are provided with separate cupboards and washrooms. The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.

Provision of medical and maternity leave is in place. Staff is granted sabbatical leave to pursue higher education or research work. Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college. Teachers' day is celebrated to boost the professional morale of teachers.

Superannuation of staff is celebrated with a sense of gratitude. Picnics and tours are arranged for staff recreation. Cordial and employer friendly environment is created to give job satisfaction to the employees. Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, music, movie get togethers and luncheous.

File Description	Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

6.3.4

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

Response: 9.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	1

File Description

Document

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)

6.3.5

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

Response:

As it is a government institute and as according to the government norms the Performance appraisal of Teaching Faculty is observed by the Director of Higher education Maharashtra state. In this system the Principal of the institute has a role of reporting for teaching faculty and the director of Higher education Maharashtra state has a role of Reviewing officer.

Director of Higher education Maharashtra state has a role of Reporting officer for the performance appraisal of the Principal of the institute while the Principal secretary Higher and technical education Maharashtra state plays a role of Reviewing officer for the Principal of the institute.

For the non-teaching staff the Principal of the institute plays the role of Reporting officer and the Joint Director(Regional) plays the role of Reviewing officer.The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institute had created college administration wing to maintain the account of income and expenditure and the details of the finance and accounts is maintained electronically and sent also follow the Government of Maharashtra Rules and Regulation of finance Department and Department of Higher Education.

Institutional strategies for mobilization of funds: The institution, faculty and parent education society takes efforts for mobilization of funds. The institution encourages faculty of the department to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC. The Institution and faculty applies for various developmental schemes announced by these funding agencies. Government of Maharashtra provides salary grant for teaching and nonteaching staff of aided section of the institution .

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
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:

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college 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 in Institutional strategies for mobilization of funds :

Being Government College most of the funds are received from State Government only. We receive funds mainly from Government for which we have to make demand through budget under their specified heads. This budgetary provision can be made three times a year. Accordingly, the finance department of Higher education release grant which we have to use it under the given specific head only. Government of Maharashtra provides salary grant for teaching and nonteaching staff .Tuition fees: Approximate 19568/- per student for open category.For other category there is no tuition fees they pay only 'other fees'.Being Government College whatever tuition fees collected is deposited to treasury (Government). Other fee amount of Rs 6000 is collected under the head of other fees .Library fees-1000/-Laboratory fees 1000/-Gymkhana fees 1000/-and activity fees 3000/- collected from every First year student whereas Library fees-500/-Laboratory fees 500/-Gymkhana fees 500/-and activity fees 2000/-from every second year student.This amount is deposited in PLA (Personal Ledger Account) account This account

remains with treasury. We need to get approval before spending this amount. The amount is spent under given head only.

Apart from this The institution, faculty takes efforts for mobilization of funds .The institution encourages faculty of the department to generate funds for the different activities. The IQAC explores funding schemes of various agencies like RUSA, DPDC ,UGC etc. The Institution and faculty applies for various developmental schemes announced by these funding agencies

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Institutionalisation of number of quality assurance strategies was planned and executed by the college IQAC in the third cycle period. They include automation of systems, inculcation of research culture among students, women empowerment activities. In teacher education institutes like ours, which speak about ethics values and skills we also try to inculcate those things among students. Ours is very small unit running only one course, having maximum hundred students at a time still our IQAC functions significantly for institutionalizing the quality assurance strategies and processes. We have small unit big campus we have to imbibe We feeling is created among students. The college has mandatory IQAC committee as per the NAAC format 2018. For this Planning is emphasized Macro to Micro. Planning for Year first then for Semesters, then for Internships, next for short workshops needed for Internship, likewise entire institution follow the plan and roles assigned to them to achieve desired change among students. We keep our mission statement in focus all the time. is "To bring in Excellence and Quality in Teacher Education" for The IQAC decided To have focus on having intensive, disciplined , Internship programme. The Internship Department Demo lesson workshop: In this workshop Demonstration lesson for every school subject is taken by Subject expert faculty member which are followed by discussion ,where expert explains his objectives and methodology and the expert observer explains good skills shown by the teacher, positive points management techniques adopted by teacher.

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

6.5.2

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

Response:

The college takes utmost care in planning and implementation of the academic programmes. To sustain the equality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement. The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. Discussion of syllabus, examination pattern and the PSOs and COs in the classrooms at the beginning of the academic session helps create a clear perspective regarding the curriculum. Scheduling of courses in the time table is done by keeping in view various factors such as the nature of courses like compulsory/elective/applied /add-on/bridge/remedial etc. on one hand and schedules of cocurricular and extracurricular activities on the other. Being Teachers training college all faculty members are aware of various methods of teaching their pedagogical subjects to diversify the teaching methodologies used by the teachers in their day to day teaching practices. The most commonly used methods are projects, internship, field visit and ICT based teaching including LMS like Google Classroom. The teachers maintain their diaries that are periodically checked by respective vice-principals. It helps in monitoring the quality and progress of the teaching-learning process Semester end review of syllabus completion report by each teacher is taken through staff meeting which is another mechanism of monitoring the teaching learning process.

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

6.5.3

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

Response: 4.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	5	4	5

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more. The college has continued to move towards excellence also in its 3rd cycle of accreditation by working upon the recommendations of the peer team of the IInd cycle. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following ways:

1. Formulation of vision and mission of the college
2. College website creation and maintenance
3. Online admission with payment gateways
4. Internet Connection
5. ICT Lab
6. Meetings of IQAC regularly
7. Seminar organized
8. Students support Cells--Women Grievance Redressal, Student welfare , Anti-Ragging, ICC etc.
9. Feedback collection to improve teaching Learning Process
10. Opinion of Alumni- Valuable suggestion taking

11.Submission of data to AISHE portal

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:

State Project Directorate ,RUSA Maharashtra Infrastructure funding worth Rs 2 crore were authorised for the college as part of component 9. The grant money will be used to improve infrastructure facilities for equipment purchases and renovations. The Maharashtra government approved Rs. 50 lakhs for the procurement of equipment in GR dated February 28, 2023. Within two months, the college will build a Rs 6 lakh solar panel system.In order to save energy, LED lamps are currently used throughout the college. Solar panels were already installed in the extention building by DIET , Kolhapur but exclusively used by DIET , but they are now not working properly. Existing facilities at the college were also upgraded or renovated (colouring, flooring, furniture, and electrification). A grant of Rs 42 lakhs was usedfor renovation which includes to electrify the college building, which also included new wiring, lights and equipment designed with energy efficiency in mind.Students are regularly educated in college on how to conserve water and electricity using slogan Save Water and Save Electricity.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

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

Response:

This institution is a teacher training institute and hence no point of biomedical waste , E-Waste , Hazardous Waste and radioactive waste.Kolhapur Municipal Corporation daily collects soild and liquid waste hence college campus is regularly clean.Dustbins are provided in the campus for the collection of waste.Regular practice adopted by the college for cleaning the campus through social service activities.Burning of waste is strictly restricted and the plant waste of the campus is collected in the soak pits.Self discipline amongst the students regarding cleanliness of the campus is the best practice of the

institution. Plastic free campus and slogan of save waster and electricity are the slogan of the institution and student teacher regularly are made aware of that through these awareness programs. Daily wages staff member is appointed to maintain the campus clean.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: D. Any 1 of the above

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

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

There is no biomedical waste, electronic waste, hazardous waste, or radioactive waste at this institution because it is a teacher training institute. Kolhapur Municipal Corporation collects solid and liquid garbage every day, keeping the college campus tidy. On campus, trash cans are available for garbage collection. The college has made it a regular practice to clean the campus through volunteer work. Burning trash is strictly forbidden, and the campus's plant waste is collected in soak pits. The finest practise of the school is for students to maintain self-discipline when it comes to maintaining the cleanliness of the campus. The institution's slogans are "plastic free campus" and "save waste and electricity," and student teachers are regularly made aware of this through these awareness programmes. The college campus is covered with green landscaping with plants. There is an arrangement for proper sanitation in college campus for Student Girls and Boys and Staff. During the renovation of the existing building coloring , flooring , furniture and electrification made the campus with proper amenities. A person has been appointed on daily wages basis for maintenance of the building..

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

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

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

This is our government institution that promptly implements all programmes in accordance with Shivaji University and Maharashtra State GR circulars. In addition, the institute launched "**Majhi Vasundhara Abhiyaan**" to benefit the local environment. The institution organised the rally with the slogan "Save Earth, Save Nature" in the hands of the trainee teachers. Street play, Bharud, and marathi Ovi were all done by teacher candidates with a focus on the concept of Mazi Vasundhara Abhiyaan. The institution also observed Cleanliness and Environmental Awareness Week. Rally, street play, and college campus cleanup were all planned for this week. College trainee teachers made the campus clean by going to a location called Kalamba, which is 5 km from the college campus and has a water reservoir.

Trainee teachers learned to prepare seed ball and they were scattered across the forest area . Every tree was frequently seen to keep nails on free, which is very damaging. With their diligent work and well-

thought-out plan, the trainee instructor removed nails of to 100 trees.

"Raan Bhajya " mahotsav is one of the best activity organized by the institute to encourage local environment and local knowledge. The aim of this innovative project was to make awareness about the local forest vegetables and its importance regarding health. This creative endeavour sought to raise awareness of the value of the indigenous forest veggies for health. Trainee teachers gathered the "Raan Bhajya" and displayed them in the exhibition together with thorough nutritional information.

It was not possible to carry out the activity related to environment during the period of 15 March 2020 - 31 Decemeber 2021 dur to COVID Pandemic situation.

Every Saturday is when the institution often cleans the campus in order to keep it tidy. The college makes every effort to keep its campus free of plastic and leaf shearing.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

The implementation of the *Continuous Reading Scheme* is indeed an excellent practice to inculcate the habit of continuous reading among students. Reading is a fundamental skill that not only enhances academic performance but also plays a vital role in personal and professional development. Let's explore some of the benefits and aspects of this scheme:

- 1. Promoting Reading Culture:** By introducing a dedicated scheme for continuous reading, the college is actively promoting a reading culture among its students. This sends a strong message about the importance of reading as a lifelong learning habit.
- 2. Improved Academic Performance:** Regular reading is associated with improved academic performance across various subjects. It enhances vocabulary, language skills, comprehension, and critical thinking abilities, which are all essential for success in academics.
- 3. Cognitive Development:** Reading stimulates the brain and enhances cognitive abilities. It fosters creativity, imagination, and the ability to think analytically, all of which are crucial for problem-solving and decision-making.

Fifteen minutes every day for yourself

For the overall development of the students in the college, this activity is being implemented for fifteen minutes every day and this innovation is being implemented for the physical, mental, emotional, moral and social development of the students.

Name of the innovation - Fifteen minutes for yourself every day

The objectives of the initiative are to develop the overall personality through inexpensive and easy things like yoga, pranayama, clapping, healthy habits, acupressure therapy, music therapy, aroma therapy, etc. is the objective. The initiative also aims to develop a global mindset by inculcating a positive attitude among the students. This initiative is being implemented with the aim of realizing and preserving the precious ideologies of Indian culture as well as the various cultural heritages that shape human life.

Implementation of the activity- In the first hour in the college, basic information is given on any treatment method and practical work is also done for ten minutes. Students are encouraged to direct their thoughts based on good thinking, build confidence and create awareness about healthy habits. Students are reminded to take 15 minutes for themselves every day through WhatsApp groups Introducing inspirational personalities through WhatsApp groups.

Expectation- The students admitted to the college are the teachers of the future and due to the explosion of knowledge, science, technology, expectations and population, various problems have arisen and due to the epidemic of Covid, the overall social life has changed. And this activity is being implemented in order to prepare the teacher to perform his role as a social engineer competently and this is a small effort to introduce the bright Indian tradition.

Result - Students participate in this activity very spontaneously and it is seen that they read inspiring thoughts and carefully read the materials provided to them. In the college they participate in activities like acupressure, yoga pranayama, clapping through small activities. As a result, the entire learning process becomes enjoyable and stimulating. Students develop a positive attitude towards college and enjoy the fact that they acquire life-useful knowledge in addition to the curriculum.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The first educational facility in Southern Maharashtra to offer teacher education was Shree Maharani Tarabai Government College of Education in Kolhapur. Since 1934. This college is officially recognised by the NCTE in Bhopal and has a permanent affiliation with Shivaji University in Kolhapur. Our institute for teacher education was founded primarily to pursue excellence in instruction, research, and extension.

Infrastructure funding were approved by the State Project Directorate, RUSA Maharashtra for the college under component 9 and RUSA 2.0 of RS 2 Crores. Grants will be used to improve infrastructure facilities for equipment purchases, renovations, and new construction. The building of new facilities includes new labs, virtual labs, computer centres, and classrooms (including those that are technologically advanced). The structure that is currently there is historic, and grants for remodelling the academic and administrative building were also included in grants. Grants were also given for new sports facilities, computers, labs, new book purchases, and the procurement of E-resources. Under this grant-in-aid programme, the institution has made significant improvements such as rain water collection, solar energy systems, accessible restrooms, and signage.

For Construction of New Building a grant of Rs 95.46 lakh were sanctioned and the construction will start soon by the public work department. Renovation grant of Rs 41.77 lakh was received last year and upgradation of existing facilities like colouring, flooring, furniture and electrification was completed by public work department. Out of 62.77 lakh, a grant of Rs 50 lakh was sanctioned and received to College for purchase of equipment and the process of purchase will complete within three month by GeM method.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Some senior faculty members are acting as supervisors and guiding Ph.D. students enrolled in the Shivaji University Kolhapur. In the coming session, the main aim of college is to take-up major and minor research projects from various government agencies and NGOs to uncover the untouched areas that will make our teaching learning process more effective, job-oriented and practical. Moral Education is an integral part of teaching learning process in the institutions. Morning Prayer is routine practice of our college. The focus of the institution is to produce value based, professional and globally competent teachers. In the Covid-19 our faculties have tried their best to develop to record their lesson for the student, which was new experience for them. Now, from the upcoming session, the college will setup multimedia unit for educational content creation and will follow the new national education policy-NEP 2020 so that the roots of our education system can be strengthened.

Concluding Remarks :

Shree Maharani Tarabai Government College of Education, Kolhapur established in 1934, affiliated to Shivaji University, Kolhapur and recognized by NCTE. Being a teacher it is a constant learning experience. Our College is committed to help student teachers to reach their full potential in life and career and believe to produce conscious minds teacher who are deeply attained to needs of every individual in classrooms. We are committed to make education relevant, up to date and futuristic. We are committed to encourage everybody to Dare to Dream and strive to achieve. The institution encourages the staff to be up to date and relevant by engaging them in teaching, training and Research. We firmly believe that there is to what one can achieve if appropriately trained and takes every necessary step to transform the young lads into Global professional. The IQAC reviews the curriculum from time to time according to the dynamic needs of the society by organizing workshops, Seminar and conferences. College provides a platform for skill development by introducing certificate and value - oriented courses. The admission process is transparent and systematic as per the rules and to retain the students with diverse backgrounds. The institution organizes various career - oriented programs and personal counseling sessions. The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honor sensitivities and needs. It goes beyond the sphere of operation of the internship.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made necessary changes.</p>
2.2.2	<p>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made necessary changes.</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 48 Answer after DVV Verification: 50</p> <p>Remark : DVV has made changes as per report shared by HEI.</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching

	<p>3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes.</p>
<p>2.3.6</p>	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made necessary changes.</p>
<p>2.4.1</p>	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made necessary changes.</p>
<p>2.4.2</p>	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain</p>

significant skills and competencies such as

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

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

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : DVV has made necessary changes.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made necessary changes.

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

	<p>3. Effective use of social media/learning apps/adaptive devices for learning</p> <p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made necessary changes based on verification of supporting documents shared by HEI and has been downgraded as we were able to see only social media learning apps.</p>
<p>2.4.6</p>	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made necessary changes</p>
<p>2.4.7</p>	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes</p>
<p>2.4.10</p>	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports

	<p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made necessary changes.</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes.</p>																				
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes.</p>																				
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1552 1046 1686"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>9</td> <td>4</td> <td>1</td> <td>3</td> <td>5</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1765 1046 1899"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>9</td> <td>4</td> <td>4</td> <td>4</td> <td>5</td> </tr> </table> <p>Remark : DVV has considered the data from prescribed format provided by HEI as the links in the supporting document is unclear</p>	2021-22	2020-21	2019-20	2018-19	2017-18	9	4	1	3	5	2021-22	2020-21	2019-20	2018-19	2017-18	9	4	4	4	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
9	4	1	3	5																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9	4	4	4	5																	

4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 913 1046 1048"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>0.221</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1126 1046 1261"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>0.17</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	0.221	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	0.17
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	0.221																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	0.17																	
4.2.6	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes.</p>																				
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 																				

	<ol style="list-style-type: none"> 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made necessary changes</p>
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made necessary changes</p>
<p>5.4.2</p>	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made necessary changes.</p>

6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made necessary changes.</p>
6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes.</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made necessary changes.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>55</td> <td>55</td> <td>55</td> <td>55</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	55	55	55	55	55
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	50	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	55	55	55	55																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>47</td> <td>22</td> <td>34</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>47</td> <td>22</td> <td>34</td> <td>38</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	47	22	34	37	2021-22	2020-21	2019-20	2018-19	2017-18	49	47	22	34	38
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	47	22	34	37																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	6	6	6	6	6	2021-22	2020-21	2019-20	2018-19	2017-18	7	7	7	6	6
2021-22	2020-21	2019-20	2018-19	2017-18																	
6	6	6	6	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	7	7	6	6																	