



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

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

- Name of the Head of the institution **Dr.Ubale Ashok U.**
- Designation **Principal (In-charge)**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **02312535043**
- Mobile No: **9284364194**
- Registered e-mail ID (Principal) **bt.college.naac@gmail.com**
- Alternate Email ID **tshrimaharani@yahoo.in**
- Address **SHREE MAHARANI TARABAI GOVERNMENT
COLLEGE OF EDUCATION KOLHAPUR**
- City/Town **KOLHAPUR**
- State/UT **Maharashtra**
- Pin Code **416001**

2.Institutional status

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

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Shivaji University, Kolhapur , Maharashtra**
- Name of the IQAC Co-ordinator/Director **Dr.Lata Patil**
- Phone No. **02312535043**
- Alternate phone No.(IQAC) **02312535043**
- Mobile (IQAC) **9423859673**
- IQAC e-mail address **drplata19@gmail.com**
- Alternate e-mail address (IQAC) **bt.college.naac@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://www.smtckop.edu.in/bt/PDF/AQAR-22-23.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.smtckop.edu.in/bt/pdf/Annual-Planning-2023-24.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	77.00	2004	03/03/2004	02/02/2011
Cycle 2	B+	2.67	2017	28/03/2017	27/03/2022

6.Date of Establishment of IQAC

03/08/2012

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Depart ment/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	Nil	Nil	Nil	Nil

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

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

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

Jal Din Compitation

Blood Donation Camp

Health cheek up camp

Continues Reading Programme

World Environmental Day

Sanvidhan Din

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

Plan of Action	Achievements/Outcomes
Conducting self defense workshops for girls Gender sensitivity : Lathi Kathi & Self Defense	The girls demonstrated it to the NAAC Committee and gained confidence in self -defense
Blood Donation Camp	Students Donated blood
Activity With GOs & NGOs	Meri Mati Mera Desh, Har Ghar Taranga
Health check up camp	Students Understood the health problems
continues reading Programme	Students got information about many books
Jal Din Computation	There was awareness among the students about water literacy
World Environmental Day	Student understud the importance about Environment

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

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13.Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE
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Year	Date of Submission
2022-23	02/04/2024

15.Multidisciplinary / interdisciplinary
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In the faculty of interdisciplinary studies : Education, Physical Education, library and information science, Jornalim and mass comunication science, social work and allied subjects ,Vocational Education, Performing and Fine Arts. B.Ed It draws knowledge from several other fields like Psychology, Environmental Science, Sociology, Peace Educatin ,Inclusive Education, Pedagogy of all school subjects :- Languages, social sciences ,Science

&Mathimetics etc. It creating something by thinking across boundaries.

16.Academic bank of credits (ABC):

Shree Maharani Tarabai Government College of Education, Kolhapur permanently affiliated to the shivaji university, Kolhapur. The Academic Bank of Credit as a digital storehouse of the achieved credits of individuals. The CGPA of marks converted in to 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.At the time of admission it is varified that every student has an account of ABC oreviously registered at UG level .

17.Skill development:

Skill Development work shop (Teaching Aids) 2) Google form tast Introduction - Shri Maharani Tarabai Government College of Education has conducted The teaching aid works short Under the guidance of Senior Students (B.Ed Second Year)They helped us to make different things. This workshop was for 3 days in which 2 days for the aids Making and 3rd was for the exhibition of it.We have also made the group project. Which was having the purpose of makings students alert in the classroom. Each language had made this own aid and through this we get to know about the hidden creative talents of the students. Objectives-To developing Skills& creative thinking.Creative thinking and problemsolving skills are important life skills that are necessary to lead a successful life. -To develop social skills. A teacher plays a pivotal role in the overall development of a child. Emotionally, physically and intellectually, they have to help their students cultivate skills that are good for mental and overall well-being. -To assist the school/ educational institution to achieve its.

Report on Teaching Aid Workshop The teaching aid workshop was conducted under the guidance of 2nd year student teachers of Walavalkar High School from 8th February 2023 to 10th February 2023 under Shri Maharani Tarabai Government College of Education Kolhapur. It was skill based program for 1st year students from 2nd year students. 2nd year student teachers name : 1)Aishwarya Wardhman Kavale 2)Priyanka Hariba Kumbhar 3)Kavita Balappa Hafed 4)Shivani Shankar Kamble 5)Pradnya Nishikant Chopade 6)Ajit Ananda Patil 7)Sanghamitra Rahul Mamgaonkar 8)Rutuja Vikas Shirwadkar 9)Snehal Balkrushna Rawal 10)Swati Nitin Patil 11)Varsha Babasaheb Galande 12)Varsha Dinkar Kamble 13)Priyanka Pranita Baban Patil 14)Pradnya Vilas Kamble While guiding the second year student teachers they give complete information on

how to prepare the educational materia ? how to use it? for which component it is used? and also show the educational material they made to the first year student teacher. They have made talking caps, folding pictures, talking pillars, 3D charts, wave pictures, magic slate, Strip pictures, spinning wheels, etc. Many types were shown to us and take from us. Also told how to use them. The purpose behind creating educational material is that we explain it to children so that they understand things quickly and try to assimilate them well, looking at the subject with interest and enthusiasm. 1st Day The teaching aids workshop watch started convince day 8 February 2023 with a welcome program and the second year student teachers introduced themselves they first inform about educational materials they said that there are three types of educational material they are as follows 11 visual material example charts to audio material examples speaker 3 audio visual material example computer television firstly the teach how to make talking pillars step by step prepare this educational tool by asking all the student teachers one step at a time and how to use those educational materials after preparation Objective behind the education material aur teaching ads r Teaching aid should be usable Important to explain the concept in it the stool should be easy to use and easy to handle the language in it should be compressible to on The second year student teachers said that a teaching aids are made considering all this things after talking pillars that each folding pictures talking cats 3D charge as well 2nd Day On Thursday February 9:20 all the students teachers brought the teaching ads they had prepared and show them to the second year student teaches after that second Page 5/55 18-06-2024 02:16:38 year students remaining teaching properly Firstly they teach how to make real pictures magic slate strip pictures spinning wheels and then they said about how to use the stitching aids in classroom are used for teaching classroom 3rd Day On Friday February 10 2023 there is examination date of raksha all the stitching it's very put on display all the student teachers has prepared very nice and attractive teaching their own teaching aid with their own roll number arrange on the table the program was inaugurated by the principle professor CV cambrin in the teacher observe all the educational materials by placing them on the table 2nd year student teachers observed everyone stitching years ask everyone about the schools how it material use how will it be used in school why choose the same element on every teaching a many much questions were ask to first year students by 2nd year student teachers he observed all the educational tours and do the numbers they were given certificate by drawing number such as first second third and professiol. Micro Teaching Workshop

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

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.

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.

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.

Embracing Technology Page 6/55 18-06-2024 02:16:38
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.

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.

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

General Objectives: General objectives of two year B.Ed. degree course are as bellow Candidate under training to become a competent teacher at a stage of secondary education/higher secondary education after satisfactory completion of a programme should be empowered The student teachers will be able to

1. to promote capabilities for including national values and goals as enshrined in the constitution of India
2. to prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
3. develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
4. engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
5. appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching.
6. understand teaching as complex activity and asprofession.
7. analyse teaching in diverse classroom.
8. be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
9. reflect on the nature and role of disciplinary knowledge in the school curriculum,
10. be exposed and trained to prepare pedagogic material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities.
11. understand the epistemological and pedagogical bases of their own chosen school subject.
12. identify various dimensions of the curriculum and their relationship with the aims of education.
13. explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners.
14. bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school.

15. read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. 16. interpret and adapt ICTs in line with educational aims and principles. 16 17. develop understanding of student-teachers about themselves - the development of the self as a person and as a teacher, through conscious ongoing reflection. 18. gain experience with the child, the community and the school through the school engagement and school internship programme. 19. to cope with national and international demands in the school context.

20.Distance education/online education:

M.A. (Education) course conducted in our institution. Total 16 students appeared for the examination. Our institution has good academic track record of this course. The Academic Counsellors have well experience in this course conduct. All the Research Guide make aware about the Educational Research it helps the researcher to achieve educational research in right perspectives. The theoretical Perspectives were well discussed online google meet. many queries were covered by an experts. This course helps to boost the potential of primary and secondary teachers. The entire course segregate into four semesters. In the First year the Research Proposal Prepared for the next research task. The assignments and the examination conducted through online. The total course conduct helps to achieve the higher education by self learning method. This course design to develop specific orientation to teachers to achieve higher degree and strengthen research point of view. The entire programme need to devote 2100 hours to learn, reflect and achieve excellence.

Extended Profile

1.Student

2.1	87
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3	37
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	50
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	50
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	37
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	4 . 21
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	44
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	6

Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	11
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>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 quality.</p>	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

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

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

C. Any 2 of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	www.smtckop.edu.com
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

2

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

0

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

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

1

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

1

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

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.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

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.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The 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.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

37

2.1.1.1 - Number of students enrolled during the year

37

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

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

19

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

8

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

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

00

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

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.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Two/One of the above

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

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

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

Faculty members of the college use ICT Technology to improve the teaching learning process. LCD projectors, computer, laptop, tablet, Mobile systems are used in the classrooms, You-tube, Emails, Whats-app group, Telegram, zoom and google classroom, college website are used as platforms to teach. Communicate provide material and syllabus, make announcements conduct tests, upload assignment, make presentations, address queries, mentor and share information. These application are also used to provide online education during the situation. Wi-fi facility is also available in the campus for the students and staff. The library also provide access the computers and online journals freely available in public domain and also to journals subscribed on the advise faculty and facilitates downloads, Xeroxing facility are also available in the library. Students attendance, feedback are also received online from the students. Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

47

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

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

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

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,

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

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

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

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

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.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice

Four/Five of the above

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

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

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

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,

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

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

2.4.9.1 - Number of final year students during the academic year

13

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

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

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

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, cohabitation 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.

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

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

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

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

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

6

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

25

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

25

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

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 the entire programme of Internship.

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

2.6 - Evaluation Process

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

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 selfreflection. 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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

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 15mtsextension. 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,

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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 markAutonomy 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.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

The 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 ofICT,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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

47

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

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 preassessment 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.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Yes

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

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

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

One of the above

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

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

One of the above

innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

Nil

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

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

0

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

3.3 - Outreach Activities

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

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

10

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

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

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

80

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

80

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

80

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

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

A Blood Donation Camp was organized on February 13, 2024 at Shree Maharani Tarabai Government College Of Education, Kolhapur in association with Internal Quality Assurance Committee (IQAC) and Sumit Satam Yuva Shakti . At present there is shortage of blood at the blood banks in Kolhapur city and this camp was organized with the constructive purpose of providing timely help to the needy.

(IQAC) organized free health check up camp with the collaboration of Athayu Hospital and Sumit Satam in association with Yuva Shakti on 8th Jan 2024.

World Water Day was celebrated at Shree Maharani Tarabai Government Teachers College, Kolhapur in association with IPC and Nisarga Mandal. On 22 March 2024, a poster exhibition competition was organized on the occasion of World Water Day. Training was organized in colleges during 2023-24 in collaboration with Shree Maharani Tarabai Government Teachers College and Shotokant Karate Do Association of India. In the said training Mrs. Sushma Pisal trained the students in Karate Self Defense Lati-Kati Danda-patta Swordsmanship etc. Supriya Salunkhe and Pratibha Jadhav He cooperated with them. The training was organized by the coordinator of IQAC department in the college. IQAC department organized "Beti Bhachu Beti Padhav" and "Save Environment" street play, Continuous Reading, Nail free tree Campaign, Azadi ka Amrit Mahotsav, Mari Mati Mara Desh.

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

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

00

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

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

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.

Use of objectionable website is a serious crime and use of prohibited website is avoided otherwise action is taken.

In the Audio-video department of college , professors and students use audio-video material as perthe need and demand according to the lesson plan in audio-visual room. LCD projector,Sound system , Camera etc..

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 is also available and every professor use this equipment for lessons daily.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	View File

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

0.0

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

4.2 - Library as a Learning Resource

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

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	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.smtckop.edu.in/bt/PDF/AQAR-2022-23-4-2-1.pdf
Any other relevant information	View File

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

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	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

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

1.70

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

88

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

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

None of the above

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

4.3 - ICT Infrastructure

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

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 for making the presentation in their respective subjects.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

One of the above

Teleprompter Editing and graphic unit

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

45.56

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

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

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

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 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 completed daily from 11 am to 5.30 pm .

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 .

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.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.smtckop.edu.in/bt/PDF/SSR-4.4.2.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Four of the above
--	--------------------------

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Three/Four of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
0	45

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

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

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

2

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

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

3

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

5.3 - Student Participation and Activities

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

The 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) .

: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.

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

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

2

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

5.4 - Alumni Engagement

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

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.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

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 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. The Alumni Associations helps in many ways viz, selection of experts, infrastructural renovation, Organizing various programmes, Teacher's feedback by regular students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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, hence it becomes easy to communicate each other and implement decisions successfully.

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

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

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 focusing on the concept to protect nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The 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.

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

6.2 - Strategy Development and Deployment

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

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	Documents
Link to the page leading to Strategic Plan and deployment documents	http://smtckop.edu.in/bt/Calender.aspx
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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.

File Description	Documents
Link to organogram on the institutional website	http://smtckop.edu.in/bt/NAAC.aspx#
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

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

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

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

Nil

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

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

Nil

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

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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

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

6.4 - Financial Management and Resource Mobilization

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

The Institute 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 .

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

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

Nil

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

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

The 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 .Tution 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.

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

6.5 - Internal Quality Assurance System

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

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.

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

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

The IQAC 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 .

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

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

Nil

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

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://smtckop.edu.in/bt/PDF/IQAC-MINUTES-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://smtckop.edu.in/bt/PDF/IQAC-MINUTES-2022.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

The 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

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institution's energy policy is designed to streamline energy conservation and promote the use of alternate energy sources to meet power requirements. The policy emphasizes the adoption of

energy-efficient practices across the campus, including installing LED lighting, energy-efficient appliances, and implementing energy-saving protocols in all departments. Regular energy audits are conducted to monitor usage and identify areas for improvement.

To reduce reliance on conventional energy sources, we have invested in renewable energy solutions such as solar power. Solar panels have been installed on rooftops, generating a significant portion of the campus's electricity needs. We are also exploring the potential of wind and bioenergy to diversify our energy portfolio.

The institution encourages energy awareness among students and staff through workshops, seminars, and campaigns focused on energy conservation and sustainability. The promotion of carpooling and public transportation further supports energy conservation goals.

Through these initiatives, our institution aims to minimize its carbon footprint, reduce energy costs, and contribute to a sustainable future while ensuring a reliable and eco-friendly energy supply for all campus operations. The college received Rs 2 Crores from RUSA Maharashtra for equipment, renovations, and new facilities. Additionally, Rs 41.77 lakh was granted for upgrading coloring, flooring, furniture, and electrification.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

This institution is a teacher training institute and hence no point in biomedical waste, E-Waste, Hazardous Waste and radioactive waste. Kolhapur Municipal Corporation collects solid and liquid waste daily, so the college campus is regularly clean. Dustbins are provided on the campus for the collection of waste. The 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 campus cleanliness is the institution's best practice. Plastic-free campus and the slogan of save water and electricity are the

slogan of the institution and student teachers regularly are made aware of that through these awareness programs.

Recently, the college received a significant boost in infrastructure funding from the State Project Directorate, RUSA Maharashtra. Under component 9 and RUSA 2.0 of RS 2 Crores, the college has been allocated funds to enhance its facilities, including equipment purchases, renovations, and new construction. This will encompass the creation of state-of-the-art facilities, and technologically advanced classrooms. A renovation grant of Rs 41.77 lakh was received and utilized to upgrade existing facilities such as coloring, flooring, furniture, and electrification.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Our institution is deeply committed to maintaining cleanliness, sanitation, green cover, and a pollution-free, healthy environment. We have implemented comprehensive cleanliness and sanitation protocols, including regular cleaning schedules, waste segregation, and the use of eco-friendly cleaning products. Our campus is equipped with ample dustbins and recycling bins to ensure proper waste disposal.

To enhance green cover, we have undertaken extensive tree plantation drives and maintain well-kept gardens and green spaces. Our college campus, with a variety of indigenous plants, serves as a green lung for the campus. We also conduct awareness programs to encourage students and staff to participate in environmental conservation activities.

In our efforts to provide a pollution-free environment, we have adopted sustainable practices such as rainwater harvesting, solar panel installations, and promoting the use of bicycles and electric vehicles. Regular environmental audits are conducted to monitor and improve our sustainability initiatives. Through these measures, our institution strives to create a clean, green, and healthy environment conducive to learning and personal growth.

The college received Rs 2 Crores from RUSA Maharashtra for equipment, renovations, and new state-of-the-art facilities. An additional Rs 41.77 lakh renovation grant upgraded coloring, flooring, furniture, and electrification.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

0.62066/-

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

Our B.Ed. college leverages its location in Maharashtra, a region rich in cultural diversity and educational heritage, to shape socially responsible educators. The institution integrates local environment and community resources into its teaching and outreach programs, creating a meaningful connection between education and societal needs.

We organize regular community engagement programs, such as literacy drives, teacher training in rural schools, and workshops on sustainable practices, ensuring that student-teachers address local challenges effectively. These initiatives promote awareness of regional socio-economic conditions and equip future educators to design inclusive and context-sensitive teaching methodologies.

The institution also collaborates with local schools and community organizations to implement experiential learning opportunities. Students gain hands-on experience through internships and surveys in rural and semi-urban areas, helping them understand diverse learning needs.

Leveraging local resources, we conduct workshops on traditional teaching aids and integrate cultural heritage into educational practices, preserving local knowledge systems. These efforts, combined with modern teaching methods, empower our graduates to be catalysts for educational and social transformation in the region.

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

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

A. All of the above

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

7.2 - Best Practices

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

Shree Maharani Tarabai Government College of Education prioritizes Rigorous value education for overall student and Teacher Educator development. Special Saturday sessions include activities like Omkar recitation, college prayer, group songs, and appreciation of achievements.

The college introduced the "Fifteen Minutes for Yourself Every Day" initiative, focusing on physical, mental, emotional, moral, and social growth through practices like yoga, pranayama, and music therapy. It fosters a positive attitude and global mindset while preserving Indian cultural ideologies.

Students enthusiastically participate, enjoying activities like acupressure and yoga. Their receptiveness and engagement lead to a positive attitude towards the college and an appreciation for practical knowledge beyond the curriculum. Recognizing the pivotal role of reading in nurturing intellectual growth and fostering a lifelong learning culture, our institution has implemented a "Continuous Reading Scheme" as an integral part of our academic and organizational framework. This scheme aims to encourage all members of our academic community, including students, faculty,

and staff, to engage in regular reading and stay updated with contemporary knowledge and emerging trends in their respective fields. The implementation of the Continuous Reading Scheme is indeed an excellent practice to inculcate the habit of continuous reading among students.

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

7.3 - Institutional Distinctiveness

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

Our B.Ed. college in Maharashtra stands out for its unwavering commitment to shaping future educators through quality education and holistic development. Accredited with a prestigious B Grade by NAAC in January 2024, the college continues to enhance its infrastructure and academic offerings to meet contemporary educational standards.

A notable achievement is receiving Rs. 2 Crores from RUSA Maharashtra for upgrading equipment, renovations, and establishing new facilities. Additionally, Rs. 41.77 lakh was allocated for improving coloring, flooring, furniture, and electrification, further enriching the learning environment. These advancements ensure that students have access to state-of-the-art facilities, fostering a conducive atmosphere for academic growth.

Our college also takes pride in its highly qualified faculty, with most lecturers being PhD holders and research guides, actively contributing to the research domain. By integrating experiential learning, technology-enabled teaching, and rural outreach programs, the institution equips students with skills and values essential for modern educators, significantly impacting the educational landscape of Maharashtra.

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