YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	**VASANTRAO NAIK SHIKSHANSHASTRA MAHAVIDYALAYA**
• Name of the Head of the institution	**Dr. Shivaji Bapu Patil**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02312322116**
• Mobile No:	**9822054148**
• Registered e-mail ID (Principal)	**patilshivaji_b@yahoo.com**
• Alternate Email ID	**vnsmkolhapur@gmail.com**
• Address	**853, Vidya Vasant Park, Bapuram Nagar, Kalamba Kolhapur**
• City/Town	**Kolhapur**
• State/UT	**Maharashtra**
• Pin Code	**416007**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**

• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**SHIVAJI UNIVERSITY KOLHAPUR**
• Name of the IQAC Co-ordinator/Director	**Dr. Annasaheb Ramgonda Patil**
• Phone No.	**02312322116**
• Alternate phone No.(IQAC)	**02312322116**
• Mobile (IQAC)	**9822676800**
• IQAC e-mail address	**vnsmkolhapur@gmail.com**
• Alternate e-mail address (IQAC)	**annasahebrpatil@gmai.com**
3.Website address	http://www.vnsm.info
• Web-link of the AQAR: (Previous Academic Year)	http://vnsm.info/VNSM/pdf/AQAR-2019-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.vnsm.info/VNSM/pdf/Year%20Plan%202020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.42**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC	**08/04/2008**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**00**

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

NAAC guidelines		
• 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?	**Nil**	
• If yes, mention the amount		

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

`Online Teaching Online Internal Exams. Online &Offline Internship Practices Online Exams`

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
Planning the academic activities in tune with the university examination	Academic calendar is prepared and made available on the website
Encourage staff for preparation of subject wise teaching plan and for its effective implementation	Sujectwise and Semeste wise teaching is prepared and implemented for effective curriculum delivery
Enhancement of employability and competitive skills	Organization of Placement Camp / More than 17 students were selected as a Teacher in different schools
Planning and Organization of various National Days	Various National Days were celebrated
Completion of NCTE PAR Report	Performance Apprisal Report was successfully filled on the NCTE portal and emailed to NCTE.
TET/TAIT Examination preparation workshop	Teacher Eligibility Test Examinatin prepartion workshop planned and implemented on year of 2020-2021
Online Teaching	Online Teaching & Learning (Seminars)Successfully Done
Online Internal Exams	Students Practised Online Exams
Online &Offline Internship	Students Completed All Practicals During the Internship

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	01/07/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2019-20	15/12/2020

15.Multidisciplinary / interdisciplinary

Our College is Affilaletedto ShivajUniversity,Kolhapur. We follow the rules & regulations of Goverment of Maharashtra and Shivaji University,Kolhapur .The Goverment of Maharashtra has not adopted NEP 2020 yet. The Government of Maharashtra has appointed Commiitee for taking decision related to Multidisciplinary.

16.Academic bank of credits (ABC):

Our University has prepared SyllubusofArts Commerce,Science facullty for as per Academic Bank of Credits.Due to decision about Academic bank of credits is pending form NCTE Which is our Regulatory body.So our university has not decided Academic Bank of Credits for Education Faculty

17.Skill development:

Our College is Teacher Training College.So our Curriculum is already Skill based.We encourage our students for diffenent skills required for Teacher Training. Our Institue organises Programmes Personality Development,Skill Development programme based on Life Skills,Value Education,Counseling Skills etc.

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

We integrate Indian Knowlege system through curriculum with Practicals and Thory Courses which are prescribed for Teacher Traning Programme by NCTE.Institute conducts various activities for integration of Indian knowledge system viz Guest lectures,visites,Seminars, Competitions. These all actiivities are conducted through Enhancement of Professional Capacities.

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

Our Institute Conducts Oriantation Programmes regrading Programme Learning Outcomes and Course Learning Outcomes of Teacher Training Programme.We have displayed Outcomes of Teacher Training Programme on our college website.

20.Distance education/online education:

We Conducted our B.Ed. Regular Programme Through online mode due to COVID-19 Pandamic Period for acadamic year

2019-2020,2020-2021. We organised Faculty Development Programmes for studants & Faculty in order to develop E-content

Extended Profile

2.Student

2.1 Number of students on roll during the year	**55**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**55**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**50**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**50**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**50**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1339548.84**
4.2 Total number of computers on campus for academic purposes	**8**

5.Teacher

5.1 Number of full-time teachers during the year:	**8**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**8**

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

According to the NCTE framework the curriculum had adopted by the universities. All the process regarding curriculum development and

its application is the work of universities. The colleges are just followed the curriculum given by the university.

Curriculum planning-

Principal arranges the meeting every year under IQAC. At the beginning of the academic year the meeting held. In such meeting the discussions were made on the application of curriculum and its application for the year. The proper planning were made on curriculum

Planning of curriculum-

Planning is the mirror what we are going to do in the academic year. The planning is outlined as follows.

1. A deep discussions between Principal, faculties and teachers about curriculum
2. Division of work among the faculties and teachers
3. Actual time table on paper including syllabus and practical works.
4. Organise the e-resources and new technology.
5. Organization of library its development and enrichment according to syllabus.
6. Office management for smooth running of academic schedule.
7. At regular intervals internal examinations are conducted to know the progress of the students.
8. Make the focus on finishing the syllabus for final examinations of the students.

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

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	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	B. Any 3 of the Above

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	http://www.vnsm.info/VNSM/coursesinformation.aspx
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

10

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

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

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File Description	Documents
Data as per Data Template	[View File](#)
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

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

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

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

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

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

1.3 - Curriculum Enrichment

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

Variety in the syllabus from demonstration as well as various units

of the courses provides opportunities for the students to acquire knowledge, skills and attitudes related to various learning areas. In our institution 9 teaching methods taught under the pedagogy of subject 6 (a) II, 6 b (I), 6 b (II) and course 10.In that syllabus teaching methods techniques, maxims learning resources are taught according to the subject as well as secondary and higher secondary level and also knowledge of the role and characteristics of these teacher obtained.Following workshops are conducted for implementation of curriculum.

1. Diagnostic and enriching the teaching skills.
2. Lesson planning
3. Teaching Aids
4. Psychological testing
5. Constructive approach
6. Models of teaching.

In this way student teacher to acquire and demonstrate knowledge skills related to teaching profession.

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

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

In our institute, every year we organize different kind of field visit to the various types of schools affiliated to CBSE and State Board of Maharashtra. We select various types of schools like Shantiniketan(CBSE), Smt. Laximibai Jarag High School, Chetana Vikas Mandir, Dr. Sarvapalli Radhakrishnan Vidya Mandir, different localities such as urban areas and slum areas for field visits. It familiarizes student to a variety of school system. Students compare each school system in terms of evaluation system, standards, quality

of schools. Function of different board and the functional different between them.

Two year B.ed. course having 4 Semester, curriculum are designed to give student teachers the opportunity to learn about the school system by visiting schools in person and also through field work. Student teachers get information about school systems working s a teacher in a school. These practical are as below same(Semester-I, A-5) School engagement and visit to innovative centre of pedagogy and learning.

Semseter II (B-2, B-3) field engagement and school internship(Sememster-III)(C-1) School internship.

Under the A-5, demonstration all the students are divided in to 5 groups. The schools are divided into these group mentoring faculty are assigned.

Under B-2, B-3, C-1 practicals student teacher assigns schools according to their performance. Where they are given the opportunity to conduct actual teaching. Conduct examinations and evaluate and carry out various school activity.

Institute familiarize student with the diversity in school system.

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

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

In our institution we keep our students engage in various learning activities through workshops, lecturers, field engagement, internship, sessional works, tutotrials etc. Whatever knowledge student acquire while performing these activities they apply in completing various curricular and co-curricular task. Students co-

relate the skills and knowledge acquired during micro-teaching and simulation teaching. In their class-room teaching they also apply the sociological and psychological principles learnt in . Theory papers during their class-room teaching. Students co-relate the skills and knowledge acquired from the various courses in their internship programme.

During the internship programme student prepare and conduct unit test of their method subject. Student are supposed to conduct action research during their internship programme. Student co-relate the skills and knowledge acquired during action research workshop. Student teachers are trained regarding how to use the psychological tests in psychology testing workshop. Student teacher are supposed to use psychological test on school student during their internship programme. Students apply the teaching skills, techniques, maximum methods acquires through their pedagogical courses in their class room teaching. Student prepared different types of lesson plans during workshop on constructivist approach and models of teaching apply it in classroom teaching by conducting same lessons based on it.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

55

2.1.1.1 - Number of students enrolled during the year

55

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	**No File Uploaded**

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

6,0,12

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

12

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	**No File Uploaded**

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

05

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

05

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	**No File Uploaded**

2.2 - Honoring Student Diversity

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

Assessment process is in place at entry level to identify different...

At the entry level students are assessed through State Common Entrance (CET) which is conducted by the CET Cell. Government of

Maharashtra B.Ed. entrance test is conducted online. Entrance test consists of 100 multiple choice questions which included the areas such as Mental Ability, General Knowledge and Testing Aptitude of the students. B.Ed. entrance exam guidance classes were conducted every year by the institution, but due to Covid-19 restrictions we could not conduct such kind of guidance classes this year.

At college entry level we conduct an interview session for the newly admitted students to know their specialities in different areas , hobbies, social condition, economics condition etc.

In the beginning of the first semester we conduct a workshop on 'Diagnostic and Enriching the teaching skills.' The teacher educator suggests the appropriate skills through skill Diagnostic Programme. Skills and behaviours have been identified as essential to the development of effective teaching. Through microteaching one can identify and improve these observable teaching skills and behaviuour. The content Knowledge Test prepared by the faculty based on entire school syllabus is administered to assess the students, content knowledge in the subjects he/She selected as a teaching methodology

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	No File Uploaded

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

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

2.2.4 - Student-Mentor ratio for the academic year

16 ;1

2.2.4.1 - Number of mentors in the Institution

07

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	No File Uploaded

2.3 - Teaching- Learning Process

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

For ensuring effective learning the teacher educators made use of various instructional approaches and provide learning experiences suitable learning through micro-teaching , simulation teaching, models of teaching, ICT based lessons, internship programme, field visits etc. Were used. Seminars, Panel discussion, group discussion, supervised study, inductive-deductive method, analysis-synthesis method, problem solving method etc. Were frequently used by the faculty members.

This year due to the Corona Pandemic situation, online mode of instruction is used by the teacher educator. All teacher educators made use of zoom and google meet platform for online lecturers and execution of all kinds of practicum. All the faculties frequently used google classroom, blogs, websites, youtube channel etc. For teaching. Student were given various type of direct and indirect learning experiences during their B.Ed. programme. Direct Learning Experiences were given to the students through workshops, practice teaching and classroom teaching, visits, curricular, co-curricular activities, celebration of important days etc. Indirect learning experiences were imparted through classroom lectures, expert lectures, use of audio-visual aids, use of ICT and use of Library etc.

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

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

07

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[Nill](#)
Any other relevant information	**No File Uploaded**

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

105

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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	https://drive.google.com/file/d/1_kAMwfN1Tlhttps://drive.google.com/file/d/1X5NIRQd3FTkg08V4V2xihg7WahNukgdD/view?usp=sharingviVw22p4wWYEhCHpwvR2i2/view?usp=sharing
Any other relevant information	**No File Uploaded**

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

Students are regularly mentored by the teacher educators. Various teaching learning activities especially for the practical are carried in the groups. Students are divided into various groups of 10-12 students for the activities like micro teaching, simulation teaching, internship etc. Each group is monitored by a teacher educator who takes the responsibility of completion of the work under his/her guidance. He keeps the records of attendance, academic performance and students participation in different activities. Teacher educator helps the students in every step of his learning.

We also have four cultural groups(Kul) in which students are assigned on the basis of the interview taken at the beginning of the academic session in which diversity among the students are taken into account. These groups are guided by mentor teachers. Each group elects their group are guided by mentor teachers. Each group elects their group leader who leads the group and reports to the mentor teacher. All the co-curricular, extracurricular and cultural activities are carried on by these cultural groups. We also have the subject clubs which are monitored by the respective subject teachers. Students performance in method subjects are assessed through various tests and examinations. Students perform various curricular and extra curricular activities related to their teaching

subjects(methods)

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

Creativity- Student are given various type of direct and indirect teaching learning experiences for nurturing the creativity among them. We nurture creativity among students through various workshop such as teaching aids, models of teaching, constructivism, action research etc.

Celebration of various days- The institute celebrates various national and international days.On this days institute organized various activities.

Life skills- Topics related to life skills are included in the B.Ed. curriculum. All teachers inculcate life skill through their lectures. Under lead college we also have the subject clubs through

which we have organised activities related to life skills.

Role of teacher educator-

Teacher Educator observes the each activity and different types of lesson in the internship programme. Observations of activities and lessons are noted in the form of strengths and weaknesses.

Role of school Principal-

The school Principal oriented the school teachers on the internship programme. School Principal assess each student an activity done during the internship and given the feedback.

Role of School Teacher-

School teacher evaluation is a mandatory aspect for lessons and internship as well as they observes particular subjects lessons of students and give feedback.

Role of Peers-

Peers observe the lessons of each other's and gave important feedback. They share their experiences in group and more attention to their peer's remarks.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

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

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

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

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	**No File Uploaded**

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

Two of the above

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	**No File Uploaded**

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

Two 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	No File Uploaded

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

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	No File Uploaded

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

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

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

Institutions preparatory efforts are-

1. **Selection of Schools- Schools are selected from urban and rural area. Institution select diffrent type and level of schools.**
2. **Before every internship- We call a meeting of the Head Masters and the Nodal teacher etc. Every issues are discussed and sorted out well before the intership. Nodal teachers appointed by the practicing schools .who co-ordinates between the college and the school.**
3. **A block of 10 to 11 students accompanied by a teacher educator,who goto the assigned school where the student teachers perform the activities given in the syllabus . Lesson department of the institution gives all instructions regarding intership to the students and faculties.**
4. **Students performance are assessed through observations, rating scale, checklist, discussion, meeting with the students and schools during the internship etc.**

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

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

2.4.9.1 - Number of final year students during the academic year

50

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Five/Six 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Creativity- Student are given various type of direct and indirect teaching learning experiences for nurturing the creativity among them. We nurture creativity among students through various workshop such as teaching aids, models of teaching, constructivism, action research etc.

Celebration of various days- The institute celebrates various national and international days.On this days institute organized various activities.

Life skills- Topics related to life skills are included in the B.Ed. curriculum. All teachers inculcate life skill through their lectures. Under lead college we also have the subject clubs through which we have organised activities related to life skills.

Role of teacher educator-

Teacher Educator observes the each activity and different types of lesson in the internship programme. Observations of activities and lessons are noted in the form of strengths and weaknesses.

Role of school Principal-

The school Principal oriented the school teachers on the internship programme. School Principal assess each student an activity done during the internship and given the feedback.

Role of School Teacher-

School teacher evaluation is a mandatory aspect for lessons and internship as well as they observes particular subjects lessons of students and give feedback.

Role of Peers-

Peers observe the lessons of each other's and gave important feedback. They share their experiences in group and more attention to their peer's remarks.

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

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

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	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	One 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	No File Uploaded

2.5 - Teacher Profile and Quality

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

07

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	No File Uploaded
Any other relevant information	No File Uploaded

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

`04`

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	**No File Uploaded**

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

`07`

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

`116`

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

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

`In our institution motivate teachers for attending orientation programme, refresher course, FDP, workshops, webinars etc. One faculty member attended National level FDP on NEP-2020. One faculty member attended three international webinar's in which one research paper. In Aayushi International Interdisciplinary Research Journal, Dr. Urmila Patil attended 12 National webinar's in the year 2020-21. Dr. Manisha Patil attended National webinar organized by Shivaji University, Kolhapur and also State level webinar on October,2020. Mr. G. M. Jirage participated in National level webinar`

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

2.6 - Evaluation Process

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

The B.ed. syllabus of Shivaji University is designed in such a way that it gives ample opportunity for Continuous Internal Evaluation(CIE). College adopted continuous Internal Evaluation System to assess student's development in all the four semesters. Exam department informs the students about examination pattern, schedule and regulations etc. Theory course are continuously assessed through tutorial, sessional work, internal exam by the college, viva-voce and semester end exam by the University. Results of Internal Examinations are analysis report teacher educators make necessary changes if needed. We also arrange Remedial teaching programme for weaker students. Practicum courses are assessed through continuous observations and records are kept in the form of reports, rating scales, observation schedule. At various stages student receive feedback from different stakeholders such as teacher educators, school teachers, head masters, peers etc. Principal/conducts review meetings to give necessary feedback for the improvement of students performance.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

We have functional grievance redressal cell in our institution. Through this cell we solve all kind of grievances related to teaching, learning, discipline, curriculum and examination. We have make available a complaint box to the students. Students are free to post their suggestions made by the students and take necessary actions on particular suggestions/complaint made by the students. We open the complaint box at the end of every month and make sure about the complaint if any. But yet we have not received any complaint regarding examination.

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.

Our institute adheres to the academic calendar for the conduct of CIE. Academic calendar is prepared by IQAC. The academic calendar for the conduct also contains plans for co-curricular and extra curricular activities. The Principal and IQAC Co-Ordinator organize the meeting with faculty to discuss the issues with respect to effective implementation of academic calendar. According to academic calendar the exam departments make their departmental plans.

The college examination department prepared the schedule of assignment, practical submission dates, viva dates and internal examination time table and also dates of submission of assessment marks accordingly by the university circulars.

The proposed schedule of internal examination is given in academic calendar. The internal assessment marks are communicated to the students and also the answer sheet are shown to the student. The evaluation of the students also done n a continuous basis.

The co curricular and extracurricular activities are included in the academic calendar in such a way that CIE process is not interrupted. This makes sure smooth and timely completion of internal assessment.

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.

Programmes learning outcomes(PLO's) and course learning outcomes (CLO's) are determined through the syllabus prescribed by the university. Every teacher determine their course learning outcomes of every semester in the beginning of the academic year. Teachers prepare year plan of their accordingly they plan the various teaching learning activities. The institution prepare different time tables for different practicums through these time tables they try to plan the various activities. For attaining the objectives of the whole B.ed. programme, teachers plan and organize various curricular, co-curricular and extra curricular activities in the college. We establish various clubs (Language club, Mathematics club, Science club, History club) in the college. Through these clubs we organize various activities. Whole teaching learning process of the institution is aligned with the stated PLO's and CLO's. Objectives of Programme Learning Outcomes are achieved through the achievement of course learning outcomes.

The annual calendar, teacher's year plan and teaching plan are focus on the achievement of the stated Programme Learning Outcomes and course learning outcomes.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	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	No File Uploaded

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

The progress of student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attribute are as follows,

1. Peer Evaluation:- Institute utilize peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching peers observe the lesson of each other's and offer important feedback. It surely helps the gradual development.
2. School Teacher Evaluation:- School teacher evaluation is a mandatory aspect for practice teaching lessons and internship as well. School headmasters, supervisors and school teachers assess the students during their internship
3. Personal mentoring per teaching performance:- Personal mentoring is done per teaching performance of students. This enables the student to strengthen his/her strengths and improve upon the areas of weakness.
4. Self-Evaluation- Self evaluation has become a core practice for students. It is done for each workshop. Self evaluation is many times done in SWOT Analysis.
5. Online Informal Evaluation:- Institute use online informal evaluation as well as college and staff members have various social media groups. Student participation, sharing of knowledge, comments are closely observed.

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	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

37

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	**No File Uploaded**

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

The examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs are as follows.

Identified learning needs

Examples of assessment task

Teaching Skill

Micro Teaching-

Teach-feedback-Replan-Reteach to adopt the mastery over the respective teaching skills and one integrated lesson.

Observation and feedback of teacher educator and peer

Observation of teaching subject practice lessons and feedback

Annual lesson exam

Observation of subject lessons

Written Examination

Tutorial

Internal Examination, University Examination

Class room examination of tutorials.

Viva-voce

Oral Presentation

Different skills, abilities for teachers

Field work based on community

Observation- how student establish rapport with the community

Project

Report Writing

Creativity and Personality Development

Observation of student teachers participation, organization and execution of various activities, competitions, cultural programmes etc.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

`http://www.vnsm.info/VNSM/IQACReports.aspx`

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 innovative try-outs Material and procedural supports	One of the above

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

04

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
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

03

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

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

09

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	**No File Uploaded**

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

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

110

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	**No File Uploaded**

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

100

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

100

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	**No File Uploaded**

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

In this Academic year Cornona Virus Disease 2019(Covide-19) was declared 'A Pandamic' by the World Health Organization(WHO) in early March 2020. Globaly, extra-ordinary measures are being adapted to combat the formidable spread of the ongoing outbreak, under such conditions peoples adherence to preventive measures is greatly affected by their awareness of the disease. As the global thread of Covid-19 continuous to emerge, it is critical to improve the awareness and preparedness of the target community members, especially the less educated ones. So our students made a awareness programme in their village in Pandamic. Few of them distributed sanitizer as well as soups to needy people.

This activity definitely enhanced their ability to think upon social issues. They could understand their role in community development.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

10

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

20

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

20

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

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

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
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	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Adequate Facilities:

The institution has adequate facilities for Teaching-Learning as per NCTE norms. The institution has a built up area covering 867.18 sq. mtrs of its academic campus.

includes:

1. A Multipurpose hall with latest ICT facilities for

conducting workshops, seminars and training programmes with a seating capacity of more than 150 persons.

2. Classrooms with LCD and Wi-Fi Connection.

3. Well Furnished Principal Office, Administrative Office, and Staff Room with Wi-Fi Connection.

4. Library covering area of 8.22 x 64 Sq. mtrs. , has

attached reading room with seating capacity for 30 persons with Wi-Fi Connection and internet facility.

5. Curriculum Laboratories such as Language lab, Psychology Lab, Science Lab.

6. Separate Common Room and toilet facility is available for male and female students.

7. Art and Craft Resource Centre, store rooms and visitor room.

8. Fire extinguishers,Water purifier system, adequate parking space are available.

.

9. The computer lab has 10 computers With50 Mbps optical fiber bandwidth.

11. Health and Physical Education resources center with adequate equipment's and facilities.

12. Multipurpose playfield is shared with B.P.ed. College, Pirwadi, Kolhapur

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.vnsm.info/VNSM/infrastructure.aspx
Any other relevant information	No File Uploaded

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

338658

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.

Our institution going to purchase a new software for library.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	No
Any other relevant information	**No File Uploaded**

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

Ourlibrary has resources for remote access through the library website and social media. The electronic resources such as e-newspapers, esyllabus,Useful Educational links and Online Catalogue are made available for the staff and the students. They can access these resources through internet connected devices such as computer, smartphone from anywhere at any time. They can download the articles and save them in their devices. Library delivers various services like, multimedia sharing,instant message delivery through WhatsApp.Live chat: The users of the library ask the general questions with respect to the library services, reference services, membership procedure, and activities of the libraries by live chat.Educational videos of staff has made available to the students over YouTube.

Blog: Information about events organized by institution has made available on the Blog.

File Description	Documents
Landing page of the remote access webpage	View File
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	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
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)

16847

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

22

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	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://vnsm.info/VNSM/pdf/AQAR-2020-21.pdf
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	**All 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

Institute is equipped with Wi-Fi with 50 MBPS of high speed internet facility. Four classrooms are equipped with computer and LCD projectors and the multipurpose hall with smart board, LCD projector, audio system and internet facility.Almost all the

administrative work and communication with Government, University, NCTE and other agencies are done paperless by using ICT. Various essential information and links are provided to the students through the college website.The library has internet and Wi-Fi connection to provide e-resources to faculties and students. The institute regularly updates the ICT facilities such as softwareand hardware's, CCTV, Wi-Fi etc. by the experts on paid basis.ICT Facilities are updated time to time.

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

10;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
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtube.com/@dr.urmilapatilofficial8382
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://youtube.com/playlist?list=PLUr6mCyLqcnNAOi4GDnjLQdGClMUetKkohttps://youtube.com/playlist?list=PLUr6mCyLqcnOi3ZN3raGPw79chM5T8TYQhttps://youtube.com/playlist?list=PLUr6mCyLqcnOLqhZJFsPi92mn715nm2R-https://youtube.com/playlist?list=PLUr6mCyLqcnOLqhZJFsPi92mn715nm2R-
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)

338658

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Science Laboratory :-

All students of B.Ed. of science and mathematics teaching methods use a variety of materials according to the attendance numbers for

practice lessons as well as internships in the form of microteaching action lessons teaching students .

Psychological laboratory :-

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

Library :-

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

Computer :-

There are 10 computers in the computer lab of our college .Internet facility is available in the computer class room .computer based theoretical parts and demonstrations in the B. Ed.Course are competed daily from 11.30 am to 5 pm .According to the group of students the college have well equipped computer room .

Classroom :-

B.Ed class is held at 11.30 am in the morning . All the B.Ed students , principal and all professors are present . Prayer ,national anthem , news , moral stories are taken .

Sport complex :-

Indore and outdoor games are played in the B .Ed. college in which cricket , volley ball , kabaddi , high-jump , carom , chess zanza, Dhol, Khaital, lazim, Halagi, Tasha etc.are included . Students are given sports equipment according to attendance number group .

File Description	Documents
Appropriate link(s) on the institutional website	http://www.vnsm.info/VNSM/infrastructure.aspx
Any other relevant information	**No File Uploaded**

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	**One/Two 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	View File
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	**Five/Six of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above

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	View File
Any other relevant information	View File

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
05	**50**

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

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

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

07

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	View File
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)

05

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

Student Council

2020-2021

The student councilof vasantrao naik college of education kolhapur helps share ideas, interests, and concerns with teachers and institute

administrative authorities. It also helps raise funds for college wide activities, including social events, community projects, helping people in need and college reform.

Student councilcreates an environment where individuals from college meet regularly to collaborate on student-led initiatives.Student Council is an organization conducted by students and supervised by

College staff. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out College activities. In addition to planning events that contribute to College spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the college wide community.The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school is welcome to get involved.

Activities conducted by Students Council

1. Welcome from second year batch to First year batch.

2. Conducted many programmes which inculcate leadership

qualities.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

02

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	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

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

Institution of registered Alumni Association. No.MH/26782 kolhapur. vasantrao naik Bedcollege maji Vidyarthi sangha is the registered alumni association Our institution is the registered alumni association. ' under Registration Act, Mumbai Public Charity Commissionar1950 (29). Act.. The alumni body includes of two faculty members. The college has been a very strong asset for the college..Alumni have contributed in numerous ways as cited below The alumni association guidestudents towards professional development and becoming good citizens.Supports recruitment activities for the students of the institute through the network of past students.Mentor students of the institute on various professional careers available and support them through various activities such as workshop expert advice seminars, ect.Provides financial assistance in prizes to students who receive special merit.Helps victims of natural disasters like earthquakes, fires, storms etc.Conducts social awareness programs like blood donation, eye donation, health check up camp.Encourages and supports institutional students in sports, cultural and extra-curricular activities.

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

5.4.2 - Alumni has an active role in the regular	**Three/Four of the above**

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
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

01

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

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

registered alumni association.new office bearers were elected for three year includes of two faculty members.The Annual alumni meeting conducted for every year.Invites alumni for Expert lectures and they willingly spare their time and expertise for students. Alumni also guide the students who wish to appear for TET, SET, CTET exam. Alumni interaction for updates and career opportunities in the college.Dedicated and committed alumni with affinity towards the

college,has been a very strong asset for the college.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
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 main or purpose of our institution is to develop student teacher their overall personality. In the focus of vision and mission the organization of institution is considered to be a prime aim. The planning of human resources the planning of resources, planning of physical facilities and proper co-ordination between them brings quality output at the end of the academic year.

At every beginning of the academic year the management makes the planning in the light of vision and mission of the institution. The plan has been discussed. Then communicated to the institutional head i.e. Principal. The discuss the plan with teaching non-teaching staff and organise the resources to execute the plan. The actual plan brings on paper and division of work is distributed between staff with responsibility. At regular interval the feedbackhad took to decide whether the plan working in proper manner.

At the end of the academic year, again the plan has been discussed and sees whether the plan is worked fully or partially. Then proper action taken to plan succeed. If the student teachers are well satisfied then it shows that our plan works properly.

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

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

Institution practices decentralization and participative management. The success of an institute is the result of the combined efforts of all who work towards attaining the vision of the institution. Right from the President of the management committee to the staff and students, all the stakeholders have a role to play in building of the college. Their involvements is academic and administrative affairs through various bodies and committees have contributed to the growth of the college.

1. Principal Level-

Principal is the Member Secretary of the Governing body and Chairperson of the IQAC.The Principal in consultation with the teachers of different committees for planning and implementation of different academic, student administration and related policies.The Decentralization took place by following various committees.

1. Internal Quality Assurance Cell(IQAC)
2. Library Committee
3. Gymkhana Committee
4. College Development Committee
5. Purchase Committee
6. Standing Committee
7. ALUMNI Association Monitoring Committee.
8. Anti-Ragging Committee
9. Admission Committee

1. Faculty Level-

Faculty members are given representation in various Committees nominated by the Principal and the Governing Body in the IQAC and other committees.Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.Following are the different sub-committees which have been nominate by Principal

1.Placement and Career CounsellingCommittee

2.Equal Opportunity Committee

3.Disaster Management Committee

4.Teache-Parent Meet Committeee.

5. Examination(University and College Level) Committee

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

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

Our institution maintains complete transparency in financial, academic, administrative functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels.

   1. Transparency in financial functioning-

Our institution is Un-aided.The fees collected from students are properly used for salary of staff, Maintenance of the college expenditures, and regular expenses of the institution.Every single paisa has been used for the institutional development.

   1. Transparency in academic functioning-

According to the academic calendar, the institutional work is going on.The calendar is strictly followed.The admission process, students scholarships, welfare of teaching and non-teaching staff are keenly followed according to the rules and regulations of the state and

central government.

3) Transparency in Administrative Functioning-

Recruitments of staff are also undertaken with utmost transparency. All teaching posts are advertised in local Newspaper and national level periodical. In response to the advertisement, the received applications are properly scrutinized and called for interview. The non-teaching staff also filled by management. We also apply a very strict reservations of the State Government as well as Shivaji University, Kolhapur.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

.

The following strategic plan was made. The steps are as follows.

1.Determine where we are?

Human resource development was the plain of the institution.We made a plan and action taken on the plan. We arranged a meeting of teaching and non-teaching staff and communicated the message to try to develop themselves. We tells them to attend various Refresher courses, workshops, conferences, short courses.

2.Identify our goals and objectives-

Our vision is to show the prospective teachers a right direction and to bring in them a development of overall personality till their course complete. By taking into account such vision we decided the objectives such as a) to conduct various activities for personality development b) to familiarize the use of ICT c) to inculcate human values in them.

3.Development of our plan-

We tried to develop our plan. We also took alternative strategies and select a strategy which will provide the best chances to us to attain our objectives or goal.

4.Execution of our plan-

We brought in to use the actual plan into action. Some of the teaching and non-teaching staff attended various workshops, short courses during the year2020-21. Some staff were attended online programmers, seminars, refresher courses.

5. Evaluate and revise plan-

During the academic year 2020-21 we evaluate our plan. We discuss the problem of Corona Pandemic period through online.We also create an healthy environment in our institution. Whenever possible we gave them a strong support.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.vnsm.info/VNSM/pdf/stretic-plain.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

Our institution has affiliated to Shivaji University. The institution has followed the rules and regulations of University. The institution was established by the ShikshanshastraAdhyapakShikshan Sanstha, Kolhapur. The institution has works under the management and play a significant role in providing education to the students of the middle class. The management of the institution includes a President, a Secretary, Treasurer and Trustees.

At an institution level the Principal is the final authority, who reports to the management. The Principal of the college informs the management their requirements, their problems and the information about academic development.

The college is permanently affiliated and a Principal is permanently appointed by the Management. All the teaching staff are full fledge. At administrative level there are two clerks and two peon are appointed. They are permanent in nature.

A number of committees are formed for academic, administrative and functional purposes. Some important committees are Admission Committee, CDC Committee, Library Committee, Anti-Ranging Committee, Purchase Committee etc.

The management looks into the matter of finance. Regular meetings are arranged to see the financial matter. Principal provide the information about all financial matter and fees collected from the students.

The institution has follows the rules and regulations regarding appointment, services set by the University. The reservations policy of the recruitment also followed by the University.

The college development committee arranges meetings regularly. The principal discusses on various matters of the institution. The subjects are related to students needs, development of the institutions, progress of the institution are the prime.

File Description	Documents
Link to organogram on the institutional website	http://www.vnsm.info/VNSM/pdf/organogram-plain.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

Institute framed various committees/bodies and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute. Following committees are formed.

Principal

College Development Committee

Grievance and Redressal Committee

EQAC

Library Committee

Anti Ragging Committee

Gymkhana Committee

Internal Grievance Committee

Sexual Harrasment Committee

Vivekvahini Committee

Career and Guidance Committee

Regular meetings of these committees are conducted as per the following schedule

Sr.No.

Particular of the Meetings

Frequency of Meeting

1

College Development Committee

2

2

Grievance and Redressal Committee

2

3

EQAC

2

4

Library Committee

2

5

Anti Ragging Committee

2

6

Gymkhana Committee

2

7

Internal Grievance Committee

2

8

Sexual Harrasment Committee

2

9

Vivekvahini Committee

2

10

Career and Guidance Committee

2

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	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

Our institution is non-aided , though we were provide welfare schemes for teaching and non-teaching staff. Under welfare schemes we open the Provident Fund Account for all the staff. The gratuity schemes were also started for the whole staff

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
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

Nill

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.

Nill

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

01

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

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

Nil

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any,

during the year in not more than 100 - 200 words

Institute accounts are maintained by a dedicated account section. The account records are outlined by the external Auditor. An external Auditor was appointed by the management. Report of the C.A. is submitted to management and actions are initiated by them. As per findings in the Audited Report. The external Auditor conduct audit every year regularly. The report is sent to management for intimation and the same copy also sent to Charity Commissioner Office, Kolhapur.

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

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

Nill

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	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

Nill

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

IQAC is the base for quality improvement of our institution. The meetings of IQAC takes quality decisions regarding institutional development, physical infrastructure, campus development, student teachers needs and satisfaction, proper implementation of curriculum etc. In the academic year through IQAC we did variety of work under infrastructure development.

College Development Committee

Grievance and Redressal Committee

   1.

Library Committee

Anti Ragging Committee

Gymkhana Committee

Internal Grievance Committee

Sexual Harrasment Committee

Vivekvahini Committee

Career and Guidance Committee

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses, directly through IQAC. Students are also free to approach the Facultyof the Institute for feedback and suggestions.The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.In addition The IQAC Institute also considers the recommendations of the Advisory Committee on Education, Institutions, a think tank comprising eminent and renowned educationists and academicians from within and outside the institute.which regularly reviews the progress and makes necessary recommendations in an advisory capacity.

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

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

03

File Description	Documents
Data as per Data Template	View File
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	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.vnsm.info/VNSM/pdf/-QAC-NEETING-2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.vnsm.info/VNSM/pdf/AQAR-2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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

. After first cycle of the NAAC. Our institution achieved following improvementsduring the year. -

1) Institutional first floor was completed.

2) Library books and materials strengthen

3) Instituteplantedtrees in the campus area

4) Students ranked in University between 1 to 5rank.

5) Clean and healthy campus environment.

6) Started a new courseof M.A. Education course affiliated to Yashwantrao Chavan Open University, Nashik

7) Institution has been appointed regular and well qualifiedstaff.

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.

NIL

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

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

Waste management is an important elementof environmental protection. Our institution is committed towards the protection of environment. Hence we have a proper mechanism related to waste management. As a part of our policy we are reducing the use of papers. Instead of using hard copies of various documents; we are using soft copies for documentation. But still some used papers and news papers turns in to waste paper after the specific time.Also electronic devices like computers and its supportive devices may turn in to waste material

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

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	[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 campus is situated in a clean and peaceful area. It is mostly pollution free as it is surrounded by plenty of trees. The college building is very specious and there is no problem of ventilation.There is no any other industrial set up nearby the college campus.Institution has put forth its sincere efforts to maintain cleanliness & sanitation. We have our own peons to look after the cleanliness of the entire campus. Every corner of the institution is cleaned every day. Sufficient equipments like brooms, wipers are made available to use for the cleanliness work. Dustbins are kept in each classroom, office, staff cabins, library, language lab, passages etc. To sanitize the washrooms (toilets); disinfectants are made available by the institution. One maid-servant is appointed to clean the toilets. All the washrooms are cleaned every day. To maintain the cleanliness in the washrooms;sufficient water supply is made available. In the covid-19 pandemic situation hand sanitizers are made available by the institution. Sweeping, washing, watering the plants, drawing rangoli are the part of daily routine. Staff members and the students are committed for maintaining the cleanliness in the campus.

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-	One of the above

**free campus Move towards paperless office
Green landscaping with trees and plants**

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

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

15392.36 Rs.

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

Response:

The Institution puts forth efforts leveraging local environment,locational knowledge andresources,community practices and

challenges by making experiential learning as an integral aspect of teachinglearning process. Initiatives:

1. The curriculum of teacher education training program includes

topics to address Environmentand Sustainability,Social issues, which strengthen the students' affinity to the environment andprovide them content knowledge.

2. The institution conducts outdoor programs related to curriculum, exposing students to first-handexperience, for example; Cleanliness and Health Campaign, Value Inculcation Program,workshops on Life Skills, Environmental Issues, Save gril Child, Best out of Waste, Seminar on Good and Bad Touchin Internship practicing Schools.

3. Provides opportunities to work together with neighboring schools and community members byhelping in providing them resources and facilities for use which directly fosters social connectivity,trust, bond, and network between students and communities.

4. Organization ofTeaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day,Promoting biodiversity through energy conservation, waste management, greenbelt in campus,conserving water through rain water harvesting, etc.Organization of extension lectures and seminars on Road Safety and Traffic Rules, SwatchBharat, Religious Equality, AIDS and Human Rights Day, etc. to make students aware aboutthe environmental

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 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	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Development f social awareness -

practice – Being citizen it is necessary that person should be responsible towards his society Awareness.

2. Objective-. To enable the student to create programme regarding social problems

3)Practice- In the academic year problem of COVID19 some programmes were done.

4) Obstacles – Due to COVID-19 preparation of timetable online.

5) Impact of the practice – The practice helped student teachers to develop the managerial skill and skill to arrange different events with the help of their classmates at different places.

Best Practice-2-

Comprehensive Internal Evaluation.

2) Initiation of the Practice- College is affiliated to Shivaji

University, Kolhapur.The syllabus has clear directions for each activity under internal evaluation.

3) Objectives- To evaluate the performance of trainees comprehensively.

4) The Practice- The teacher educators conduct activities by Co-ordinating the distribution of trainees in groups keeping in view their opted and admitted methods of teaching

5) Obstacles faced i) Difficulties in preparation of time table. Ii) Some practicals evaluated through online beacuase of Covid-19.

6) Impact of the practice- The practical helped trainees to improve the pedagogical and practical skills required in the course.

7)Resources- The dedicated faculty who feel to change the traditional system of evaluation and accept new approach of comprehensive evaluation.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

1. To fulfill this priority we do organize the various activities for the enrichment of the student teachers.

2. Internship Schools include varied schools like rural, urban, schools for boys, girls, coeducation , Marathi medium, semi-

English medium, English medium. Student-teachers get the teaching experience in these varied schools.

3. With consideration of suggestion and instructions by stakeholders, the Institute plans Internship programme. This

programme has been run in there phases i.e pre-internship,during internship and post internship.

4. Apart from the syllabus Internship programme includes Village Survey, Street plays, tree plantation, rallies about

different social issues, school surveys, organization of guest lectures on various issues like eradication of

superstitions, Environmental Awareness, Health awareness,Gender Equality, Competitive examinations etc..

5. To develop the socio committed teachers Institute also organize varied in house activities and programme like guest

lecture, rallies, street plays, birth and death anniversaries of freedom fighters, educationist, social

workers etc.

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