



YEARLY STATUS REPORT - 2021-2022

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | SHRI SURUPSING HIRYA NAIK COLLEE OF EDUCATION NAVAPUR DIST NANDURBAR |
| • Name of the Head of the institution | DR SANJAY JIBHAU AHIRE |
| • Designation | IN CHARGE PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 9922507475 |
| • Mobile No: | 9405817692 |
| • Registered e-mail ID (Principal) | sanjayahire1966@gmail.com |
| • Alternate Email ID | shncollege@rediffmail.com |
| • Address | IN FORNT OF SWASTIK PERTOL PUMP NAVAPUR DIST NANDURBAR |
| • City/Town | NAVAPUR |
| • State/UT | MAHARASHTRA |
| • Pin Code | 425418 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

| | | | | | |
|---|---|--------------|-----------------------|-------------------|-------------------|
| • Location | Rural | | | | |
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | KAVIYATRI BAHINABAI CHAUDHARI NORTH MAHARASHTRA UNIVERSITY JALGAON | | | | |
| • Name of the IQAC Co-ordinator/Director | DR JAGADISH R KALE | | | | |
| • Phone No. | 02569295090 | | | | |
| • Alternate phone No.(IQAC) | 9423194867 | | | | |
| • Mobile (IQAC) | 9423194867 | | | | |
| • IQAC e-mail address | jagadishkale21@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | shncollege@rediffmail.com | | | | |
| 3.Website address | http://www.shneducation.org | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | shneducation.org.com | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | shneducation.org.com | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B+ | 82080 | 2004 | 04/11/2004 | 04/11/2009 |
| Cycle 2 | Nil | 3083 | 2016 | 16/12/2016 | 15/12/2021 |
| 6.Date of Establishment of IQAC | | | 18/06/2021 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| | | | | | |

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|--|---|-------------------------|-----------------------------|------------|
| College | Rajarshi Shahu Maharaj Scholarship | State Government | 21/07/2022 | Nil |
| 8. Whether composition of IQAC as per latest NAAC guidelines | | | Nil | |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | | | No File Uploaded | |
| 9.No. of IQAC meetings held during the year | | | 05 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | | | No | |
| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | | | No File Uploaded | |
| 10. Whether IQAC received funding from any of the funding agency to support its activities during the year? | | | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | | | |
| <p>1) Various workshops were organised as a part of curriculum: * Microteaching Workshop, reading and reflecting on text, ICT workshop, Action Research Workshop, Internship Workshop, Workshop on teaching Aid. 2) International Day of Yoga (IDY)2022 referred by UGC (Ministry of Education, Govt of India) , letter dated April 8,2022: 4 programmes were organised 1) Mental fitness, 2)Physical Yoga 3) Raj yoga 4) International Yoga Day 3) Use of various ICT sources in Teaching -Learning Process:- what's app, you tube, Power point presentations etc. student trainees prepared video of lessons on various subjects and uploaded on YouTube under Internships 4) Research Publications & FDPs done by the faculty members. 5) Encouraging the staff members to attend various seminars, webinars,</p> | | | | |

workshops, faculty development programmes etc. Encouraging the staff members to write research papers, books etc.

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| <p>To adopt the new environment of digital teaching learning method, we have decided to introduce different measures.</p> | <p>Whereas most of the students are from rural background, we have arranged many webinars to aware them about the new condition. In the long pandemic period, they are habituated with online classes, ppt, google classrooms, online examination etc. But now, in normal situation, we have continued the digital teaching-learning process. ICT class is compulsory in the daily routine. The college provide nine ICT enabled classrooms to upgrade the digital skill of the rural students.</p> |
| <p>To interact with the social surroundings, we took initiative to adopt a nearest village.</p> | <p>The classroom teaching is not only the process of the teaching learning system. The students need to interact with society as a future citizen of the country. So, we have adopted a nearest village MADNA, and took various measures to improve the lifestyle of the villagers. The students participate in this social activity and aware about the present social status of their surroundings.</p> |

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2021-22 | 18/12/2022 |

15. Multidisciplinary / interdisciplinary

This College is affiliated with KBCNMU, Jalgaon. The KBCNMU has framed the design of the course having Multidisciplinary and Interdisciplinary approach. Multidisciplinary / interdisciplinary The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Marathi, Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So this College is ready to implement NEP 2020.

16. Academic bank of credits (ABC):

Academic bank of credits This College is affiliated with KCBNMU, Jalgaon so it looking forward to guidelines from the statutory body. The KCBNMU, Jalgaon has already designed the nomenclature as per NEP 2020. The KCBNMU, Jalgaon is in process of getting Accredited for the purpose. Institute has also initiated the process of getting all affiliated Institutions to be accredited.

17. Skill development:

Skill development This College is affiliated with KCBNMU, Jalgaon and KCBNMU has already established numbers of courses offered through this Centre have been already enlisted. At the College level general structure of synthesising skill courses are as under:

- a. Life Skills
- b. ICT Skills

c. Communicating Abilities

d. Teaching Skills

e. Skills for Fine Arts

f. Skills for Performing Arts

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

Appropriate integration of Indian Knowledge system

The prehistoric paragon of Indian Knowledge and Customs and Traditions has been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. Marathi Sambhashan has been arranged for sensitising youth towards our great wealth. As we have been inheriting the Satpuda Valley knowledge system which has been regarded as one of the ancient cultures all over the globe. It captures all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports.

Our B.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the College.

The NEP 2020 is an initiative speaking both the intent and the content. Due to value-based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. KCBNMU has offered best of the content of

learning through such concerns.

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

Focus on Outcome based education

The teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our university, KCBNMU, Jalgaon has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Ed. programmes have been specifically aiming at multicourse development of school teachers who can lead, manage and administer teaching learning processes at school level.

Research Programmes: Innovation and research studies are integral part of Higher Education, the College has Ph.D. guides/Supervisors and under their guidance 20 students are working for Ph.D.

20.Distance education/online education:

Distance Education/Online Education Corona situation has instructed us for Distance Education and Online Education. It is also a need of the hour. This College has made effective use of Online Mode during pandemic. In future the College is thinking about Distance Education Study Centre from YCMOU, Nasik.

Extended Profile

1.Student

| | |
|--|-----|
| 2.1 | 100 |
| Number of students on roll during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 2.2 | 100 |
| Number of seats sanctioned during the year | |

| | |
|---|---------------------------|
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 100 |
| File Description | Documents |
| Data Template | View File |
| 2.4 Number of outgoing / final year students during the year: | 100 |
| File Description | Documents |
| Data Template | View File |
| 2.5 Number of graduating students during the year | 100 |
| File Description | Documents |
| Data Template | View File |
| 2.6 Number of students enrolled during the year | 100 |
| File Description | Documents |
| Data Template | View File |
| 2.Institution | |
| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | 6225000.00 |
| 4.2 Total number of computers on campus for academic purposes | 35 |
| 3.Teacher | |
| 5.1 | 09 |

| Number of full-time teachers during the year: | | |
|---|---------------------------|--|
| File Description | Documents | |
| Data Template | View File | |
| Data Template | View File | |
| 5.2 | 14 | |
| Number of sanctioned posts for the year: | | |
| Part B | | |
| CURRICULAR ASPECTS | | |
| 1.1 - Curriculum Planning | | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | | |
| <p>The KBC North Maharashtra University structured the Syllabus and the College have adopted the Syllabus. As the College is affiliated with the KBC North Maharashtra University, the College didn't play any role in the framing of the curriculum. This College is committed to provide the distinctive learning environment and skills, for understanding of self and other, to learn solve personal and social problems and continually improving the overall performance. The College at local level distributed the Subject, Sub topic, Unit, Sub Unit according the area of the respective faculties at the college. While distributing courses and the teaching Units and teaching points study, experience, interest, skills etc. were kept into mind. The staff together conducted brain storming session and decided different teaching modalities for the curriculum transaction at the local level. As it is was the period of Corona Pandemic Online mode of curriculum transaction was adopted with suitable techniques. Simulation, Lessons and different teaching skills were taught through on line. For Well planned curriculum delivery, lesson plan file is prepared by every faculty member before commencement of semester and yearly exams. As per the lesson plan the contents are delivered to the student and it is monitored by the senior, experienced faculty.</p> | | |
| | | |

| File Description | Documents |
|--|---------------------------|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | View File |
| Plan developed for the academic year | No File Uploaded |
| 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

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | No File Uploaded |
| List of persons who participated in the process of in-house curriculum planning | View File |
| Meeting notice and minutes of the meeting for in-house curriculum planning | View File |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | No File Uploaded |
| 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

A. All 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 | www.http://shneueducation.org |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | No File Uploaded |
| Report and photographs with caption and date of teacher orientation programmes | No File Uploaded |
| Any other relevant information | View File |

1.2 - Academic Flexibility

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

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

84+16

| 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

00

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

00

| 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

02

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

02

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

All 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

01

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

01

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

A fundamental understanding of the field of teacher education

through practical and theory components of the B.Ed. programme.

Practical for delivery of content is demonstrated and practiced through micro teaching, simulation, stray lessons and internships. Emotional Intelligence, Critical Thinking, Communication skills, Collaboration with others are practiced through theory and field practice.

-The College B.Ed. Curriculum (KBC North Maharashtra University -Curriculum) focusses on very basic aspects of a life i.e. Psychology, Sociology, Pedagogy, Assessment, Self Development and School teaching life. These are very basics in the field of a teacher. Without knowledge and experience of all such components it is not possible to mould a teacher needed at present hour.

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | 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

The modern Indian society is diverse in its cultural roots, with inclusion of expats settling down to explore better opportunities and views diversity in a positive light. Schools are the initial enablers of progress and a healthy perspective towards life and hence, diversity needs to be promoted in classrooms to as it gives people the chance to experience and learn. The education system in India has evolved in a remarkable way, considerable improvements, in both quantitative and qualitative terms have created a space for a positive outlook towards the society. Knowing the world around is always a perk one can have a creative mind, we not only drive our students to demonstrate different schooling system in India like STATE, CBSE and SPECIAL schools through field visits, also invite alumni who are working in abroad like different states they shares

their live experience and the types of school around the world. Human Values are fundamental for us. Institution conducts Human rights programs for the benefit of student's growth of perception on human values, ethics and societal issues. Field visits and awareness programmes help to understand socio-economic environmental and cultural aspects of people such as cases studies, develop holistic approaches within the students.

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

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

Our Vision is to be a prominent institution of excellence in Teacher Education to train and provide a continuous pool of knowledgeable, creative, innovative, humane and professional teachers capable of simulating social change and shaping generation. Beyond this we not only mould our student teachers to reach their goals, and also get the maximum out of them, to be the best of version of them. Apart from academic excellence student teachers are encouraged to do innovative practices like, programmed instructions and computer assessed instructions, cooperative learning, team learning, debates buzz, panel discussion, concept attainment, role playing, inquiry models, seminars, webinars, workshops, job drives to connect them nationally and internationally. Various programmes, awareness camps and field activities play vital role in shaping their confidence. Learning experience in practice teaching is another step to their caliber building, not only academic excellence but an experience during internship balances Teaching and Training which goes hand in hand, gives them command over their skills, so as to explore their full potentiality. We promote Teacher Education in an environment consistent with policies, legal frame work, contemporary changes, societal needs, rationality, spirit of harmony and co-existence. We are into a holistic development of every individual pertaining to Teacher Education.

| 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

All of the above

| 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

Feedback collected, analyzed, action taken and available on website

| 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

100

2.1.1.1 - Number of students enrolled during the year

100

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | No File Uploaded |
| Approval letter of NCTE for intake of all programs | No File Uploaded |
| 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

100

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

100

| 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

00

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

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | 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.

- The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners.
- The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counseled, advised, suggested, and directed at the time of admission and Orientation program which is organized to familiarize with the course, mode of assessment as well as facilities available in college.
- Students with good co-curricular skills and talents are identified by the mentors and different committees of the college and are nurtured.
- Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with Marathi as a medium of instruction. With the increase in number of students from vernacular medium additional support and guidance is provided outside the classroom hours.
- Remedial classes for English are also organized for the benefit of students. Theory papers which have a practical component and the first practical is used for understanding the basic knowledge level of the students.
- Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills.

| 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 |

| | |
|---|-----------------------|
| <p>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</p> | Six/Five of the above |
|---|-----------------------|

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

| | |
|--|------------------|
| <p>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</p> | One 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 | No File Uploaded |
| Photographs with caption and date | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.2.4 - Student-Mentor ratio for the academic year

50.1

2.2.4.1 - Number of mentors in the Institution

2

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

2.3 - Teaching- Learning Process

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

Shri Surupsing Hirya Naik College of Education being basically an institution providing professional learning, the teaching-learning processes have been devised to cater to the needs of aspiring professionals. Thus, emphases are put on flexibility, practice, articulation, critical thinking, and learners' involvement. Therefore, the teaching-learning means, methods, techniques and strategies have to be adopted accordingly.

The institute adopts measures to support both advanced and slow learners through various modes of learning. ICT enabled teaching learning process through e resources, power-point presentation,

language learning skills, innovative lecture styles, zoom meeting and google classrooms, seminars and presentations, group discussions, practical as in learning activities are utilized by the faculty in the teaching-learning process. Students with good academic performance are given due recognition and suitable awards. The institution encourages creativity and innovativeness in the teaching learning process. Pedagogical papers include practical/learning activities like case studies, classroom-based seminars, internship and presentation, use of audio-visual aids, other ICT based methods, and project based / filed studies. Library reading are also being given slots in the timetable so that students find time to access the well-stocked library updated with the latest textbooks, referenced materials and e resources.

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

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

07

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| 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

90

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Landing page of the Gateway to the LMS used | No File Uploaded |
| Any other relevant information | 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 | No File Uploaded |
| Link of resources used | Nil |
| 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 assigned mentor teachers at the beginning of the Course/ Programme and initial mentoring session are held at the beginning of each semester and continued informally throughout the semesters. The mentoring programme starts from the special meeting between the teacher mentor and mentee which is usually held on the second or third day of the Programme. The mentor teacher monitors

all the activities of their mentee and they are held responsible for their ward during the course of their study in the institution. The following are the ways in which mentoring system influences the students -

a) The mentor teachers identify the differential needs of their mentees through continued monitoring of their mentees' activity in the institution and an appropriate action are taken to assist the student in need.

b) Counselling sessions are held whenever there is a need for them. Grievances among the students brought forth to the mentors by their mentees are addressed in proper ways.

c) The personal relationship developed between the mentee and the mentors facilitates communicativeness and openness which allows opportunities for guidance, counselling and advice.

| 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 | No File Uploaded |
| Documentary evidence in support of the selected response/s | No File Uploaded |
| 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

To nurture various skills among students several techniques are employed. A list of the activities adopted by the Institutions is given below:

- Contribution to the self-management of knowledge:-
- Pedagogical analysis of contents and methods of teaching in classroom participated by all trainees. Practice of simulated teaching in method papers by the peers.
- Computer application as compulsory activity for preparing project.
- Development of tools for data collection in school study project and action research.
- Framing of achievement test and administering it during practice teaching.
- Psychology Practical.
- Assignment preparation.
- Engagement with the fieldwork and preparation of reports.
- Contribution to the skill development: Several activities are conducted to develop skill includes Conduction of Morning Assembly.
- Conduction of sports competition.
- Conduction of simulation classes for developing teaching skills. Organizing Cultural programmes.
- Personality Development through group discussion, seminars, debates on current relevant issues related to societal issue, education, philosophy, awareness etc.
- Organizing drawing, singing, skit plays, collage making, rangoli competitions. IQAC initiates awareness programmes for using sustainable and eco- friendly materials.
- Training is given to the trainee students about the proper usage of ICT and Multimedia in the teaching-learning process.

| 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

Seven/Eight of the above

activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

Ten/All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | No File Uploaded |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | No File Uploaded |
| Documentary evidence in support of each selected activity | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Three of the above

| 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 | No File Uploaded |
| 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

Four of the above

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

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

| | |
|--|-------------------|
| 2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event | 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 | No File Uploaded |
| Photographs with caption and date, wherever possible | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

- Practice teaching sessions are developed co-operatively by Principal, method teachers, subject experts and school teacher's demonstration lessons in all the methods are given to student teachers to prepare them to give the lesson.
- Lesson plans and teaching aids are prepared under the guidance of the mentors. Before the commencement of the practice teaching, Principal and faculty members visit the schools and get their permission.
- The practice teaching school list will be approved by the concerned Principal. Selection of Schools for internship is done by discussing with College staff, Principal and management committee.

- The teachers of the practice teaching schools play the role of a facilitator who observes teaching of the lesson, acquaints with students strengths and weaknesses. The same will be discussed at the staff meeting for further follow-ups.
- The lessons for practice teaching of student teachers are selected by the school subject teachers.
- Before this process orientation is given prior to internship commencement. Mentors observe the classes of the students and necessary feedbacks are provided.
- Classes allotted during practice teaching are consulted with the school Principal.
- Students are made to expose to the diverse school set ups, events to get hands on experience and better management skills.

| 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

100

| 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**

Seven/Eight of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | No File Uploaded |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | View File |
| 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.

- Shri Surupsing Hirya Naik College of Education, Navapur adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools. The Method masters and the teachers of the practice teaching schools selected for internship play the role of a facilitator.
- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand.
- The student-teachers are allowed to deliver the duly approved lesson plans. 80 to 90 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons.
- Lesson plans and teaching aids are prepared under the guidance of the method masters.
- The same will be executed in the classes allotted to them. During execution the mentor teachers and the peers observe their teaching of the lesson acquaints with students strengths and weaknesses and give them feedback to improve their teaching.
- The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- The process of observation and feedback is comprehensive and

continuous.

| 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 | Four of the above |
|--|-------------------|

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

2.5 - Teacher Profile and Quality

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

100

| 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

07

| 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

08

| 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

- Management deputed faculty to attend seminar, workshops, symposium, other programs for professional development.
- Training the teacher educator in using different techniques and multimedia in teaching learning process.
- Making use of internet, surfing and downloading recent information.
- Organizing seminars, workshops, orientation programmes etc. Undertaking visit to schools and colleges to update their academic needs.
- Through exhibitions, fairs, newspapers, magazines and other resources for ensuring personal development of the teaching staff of the institution.
- Teachers have upgraded themselves with hands on usage of ICT tools for online education.
- Various online courses are taken up by the faculties for their professional development.
- Faculties participated in various paper presentations at state and national level.

| File Description | Documents |
|---|------------------|
| Documentary evidence to support the claim | No File Uploaded |
| 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 college follows the modalities of conducting the Continuous Internal Evaluation (CIE) as prescribed by Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon . The University started offering two year B.Ed programme from the academic year 2015-16 where more emphasis was on assignments, projects, presentations, weekly tests, internal assessment tests, practical lessons, practice teaching lessons, annual lesson exam, annual examinations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students. And as per the two year B.Ed course prescribed by kavaytri Bahinabai Chaudhari North Maharashtra University, Jalgaon internal assessment is done for theory papers was for 25% of the marks (25 marks in a 100- mark paper) which is split into 5 marks for attendance and 20 marks for assignment seminar and two unit tests per subjects. The assignments/seminars foster creativity and applicable level. It

provides an opportunity to relook at and modify teaching strategies. Students who miss the assignments due to ill health/participation in extracurricular activities of the college are given an opportunity to submit on other day. Examination papers are set by university examiners wherein a balance of questions from every unit of the course is given with equal weightage to each of the units of each of the courses.

| 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

One of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | No File Uploaded |
| Annual Institutional plan of action for internal evaluation | View File |
| Details of provisions for improvement and bi-lingual answering | No File Uploaded |
| 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

Students are given chance to apply to the University for correction in marks and re-evaluation at every semester of the course. The process is governed by ordinances of Kavaytri Bahinabai Chaudhari

North Maharashtra University, Jalgaon. The administrative office of the college guides the students about the process. The process is also explained on the Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon website. For errors like the mark sheets indicating that the student was absent, the college promptly sends the duly certified attendance sheet to assist in locating marks in exam branch and correcting discrepancies. Grievances Examination committee addresses all grievances related to internal assessment marks. The examination committee and coordinators are set-up at the college level to sort issues related to attendance and internal assessments and all queries are responded to by the Principal. The committee promptly deals with errors related to attendance, internal assessment of the students. Semester wise examinations are held at the college as per the guidelines of Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon. Internal and external examiners and moderators are appointed for paper setting and evaluation process. On declaration of results students can address their grievances to the examination committee. Students can procure for revaluation if required.

| File Description | Documents |
|---|------------------|
| Academic calendar of the Institution with seal and signature of the Principal | No File Uploaded |
| 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.

- The college follows the Academic Calendar of Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon. Examination Committee of college decides on dates during which the internal assessment assignments were to be given to students and dates by which the marks need to be submitted to the office as per university rules. These dates were adhered to during each semester.
- Dates for conducting internal examination and presentation/submission of assignments and submission of marks were informed by the department coordinators/ heads in advance.
- Circular announcing dates of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on completion of first year admissions, mid semester breaks, gazetted holidays as well as other

planned activities of the college such as the funweek, college day or Founder's day, Sports day, etc. Keeping this in mind the respective subject teachers prescribe and inform the submission / presentation dates to the students as per their regular class schedule as prescribed under the umbrella of the Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon are also implemented for the students in the current academic year.

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

2.7 - Student Performance and Learning Outcomes

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

The PSOs (Programme Specific Outcomes) and COs (Course Outcomes) are based on the goals of intuition based and curriculum

a) Life orientation,

b) Community oriented and

c) Career oriented as well as the vision of college which states-
"To be a prominent institution of Excellence in Teacher Education to train and provide continuous pool of knowledgeable, creative, innovative, humane, and professional teachers capable of stimulating social change and shaping generations.

- o The PSOs and encompassing the objectives of the university programmes and course are stated in the syllabi which are available on the university website. The respective links of the syllabi with PSOs and COs are available on the website of the college.
- o Communication of PSOs and COs to teachers: Our College being affiliated to Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon, we follow an program and syllabus as per the guidelines of the University.
- o In addition, the college IQAC supports to host various programmes proposed by the university. Communication of PSOs and COs to students: On commencement of teaching term, the

syllabus with its outcomes is discussed in the class.

- Syllabus copies, references PSOs and Cos are available to the students in college library for reference.

| File Description | Documents |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| 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 | No File Uploaded |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | No File Uploaded |
| 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 most appropriate assessments to improve guidance in student learning are quizzes, tests, assignments, and other assessments that teachers make in their classes on a regular basis.
- Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level.
- To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.
- Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments or instructional materials. They form

assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

| File Description | Documents |
|--|------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | No File Uploaded |
| 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

74

| 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 | No File Uploaded |
| 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.

- Course Outcomes are measured on the basis of performances of the students both in curricular and co-curricular activities and also on the basis of the student's performance in the class activities, laboratory work, usage of ICT, assignments, internship records in different examinations and their role in departmental activities.
- Student's performance is noted continuously on various activities like their regularity, receptiveness, participation in class discussions and the overall behavior. Their performance in the internal examinations provides the initial clue of their learning outcome.

- Seminars, assignments, micro teaching, practice teaching were conducted in core subjects of B.Ed before the Continuous Proficiency Assessment Examinations to enable them to have through preparation of the core subject through their presentation.
- Apart from Semester and internal examinations the faculty also conducts extra class tests to improve the average performance of the class. The programs delivered are tailor-made to match the educational objectives and teaching-learning methods. Since the program offered deals with wellbeing of the human-being, the assessment is based on the competency and skill development achieved under the program objectives. As such all are well coordinated as envisaged by the institution and Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

90

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 | View File |
| 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 | View File |
| Income Expenditure statements highlighting the research grants received certified by the auditor | View File |
| Any other relevant information | No File Uploaded |

| | |
|--|-------------------------|
| <p>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</p> | <p>One of the above</p> |
|--|-------------------------|

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

| | |
|--|-------------------------|
| <p>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</p> | <p>All of the above</p> |
|--|-------------------------|

| 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

08

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

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

13

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

3.3 - Outreach Activities

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

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

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | No File Uploaded |
| 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

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

130

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

130

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

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

Shri Surupsing Hirya naik College of Education, Navapur is affiliated to Kavaytri Bahinabai Chaudhari North Maharashtra University Jalgaon. Our institution inculcates social value and responsibilities to the faculty members and students by imparting extension activities in the neighborhood for holistic development of the society. Through extension and outreach programmes, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve with the community people. Our outreach activities are controlled by the IQAC coordinator of the institution. In this college we have one unit of Cultural committee

headed by IQAC Co-ordinator to execute various outreach activities throughout the year. They are instrumental in converting students into responsible citizens of the country by developing discipline, values and ethics of social life. Every year, SHN College celebrates ENVIRONMENT DAY. A campaign for Tree plantation is carried out in nearby areas and awareness for care of the newly planted trees is generated among community people. The Blood Bank has been enriched through the BLOOD DONATION CAMP that led to donating of blood. Through various outreach activities & other awareness creating programmes which are organized in our college helped to spread awareness about health care, cleanliness, environment protection, social equality etc.

| File Description | Documents |
|--|------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| Report of each outreach activity signed by the Principal | No File Uploaded |
| 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

00

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Appropriate certificates from the awarding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages

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

Nil

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

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

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

Nil

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Infrastructure: The institution has well furnished, spacious and excellent physical infrastructure. The college has a total built up area of 12 acres. Sufficient care is taken to keep the campus, eco friendly, beautiful and free from Pollution. **Classroom:** There are four lecture halls and one multipurpose hall. Each classroom has enough seating capacity. Classrooms have LCD projector equipped with interactive boards. Classrooms are well fitted with sufficient number of lights, fans and other requirements for teaching learning process. **Laboratories:** The institution has adequate facilities for teaching learning process like computer, language, technology, psychology, biological science, physical science, Mathematics, laboratories,. **Sports:** The sports campus has cricket, badminton, tennis and volley ball. These facilities are utilized as and when required with prior permission from the sister institutions, indoor sports facilities are also provided in the campus, table tennis, carrom, chess etc. Physical Education expert is appointed for smooth functioning of all the extracurricular activities. **ICT Facility:** Students are trained to handle LCD, slide projector and computers during practice teaching and internship. The student teachers are encouraged to develop ICT based lessons with the help of Wi-Fi YouTube, e-content, digital lesson plans, pictures, events, stories, animated slides, PPT as teaching aids which are to be used in the process of teaching and learning.

| File Description | Documents |
|---|------------------|
| List of physical facilities available for teaching learning | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| 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

17

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Geo-tagged photographs | No File Uploaded |
| Link to relevant page on the Institutional website | Nil |
| Any other relevant information | No File Uploaded |

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

662480

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

4.2 - Library as a Learning Resource

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

The library is located at the first floor of the building and easily accessible. An area of library is 106.19sqm with 50 seating capacity with well furnished reading room. The college library plays vital role in both the students and as well as the faculty's knowledge building. It serves the users, by providing specific information needed. The college library is a connecting link between teaching and learning. The library supports the education through its rich collections of printed and non-print materials. Our college has 15,933 Books and 30 sets of encyclopedias, 121 educational CD's, 138 maps, 5 News papers, 21 journals, 5 competitive magazines and also all subject dictionaries. The library is automated with purchased integrated library management software GLOWLIB. The various housekeeping activities of the library such as data entry, issue and return and renewal of books, member logins etc are done through the software. The reading and reference section is provided. The Books are classified according to Dewey decimal classification. OPAC

(Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc.

| File Description | Documents |
|--|------------------|
| Bill for augmentation of library signed by the Principal | No File Uploaded |
| Web-link to library facilities, if available | Nil |
| 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

*The library has automated with all the active book collections are updated in the GLOWLIB Library Management Software.. The issue return of books has been activated through software. Faculties and student teachers can access the bibliographical details about the library collection in the OPAC (Online Public Accesses Catalogue), users Search by the Title, Author, and Accession number. Our library has internet and Wi-Fi facility. *The library has membership of the BSNL Broadband under the 2F and 12B. The login ID and password for authorized users can found from college admin. This interface allowed to create user ID and password to authorized users. We provide this facility to our teachers and student teachers. They can access e-resources from anywhere.

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

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

Four of the above

| File Description | Documents |
|--|------------------|
| Data as per Data template | No File Uploaded |
| 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)

Nil

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

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

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

109

| 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 | Nil |
| Any other relevant information | No File Uploaded |

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

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

4.3 - ICT Infrastructure

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

The institution has a computer lab which has 35 computers with internet and intranet facilities. Many lessons are taught through power point presentation. The students have to prepare power point presentation and digital lesson plan to teach their subjects in schools.

“Information and communication Technology” is offered as one of the

paper as prescribed in the university Syllabus.

The students are encouraged to present their seminars through power point in the college. as well as outside.

Training on the MS Office software and utilities are provided to the students during their work experience period.

Students are allowed to browse the internet in the computer lab and library.

Before going for practice teaching, the students are trained to handle LCD, slide projector and computers. During internship they prepare power point presentations. They can be put to best use if the schools provided them an opportunity and videos for practice teaching.

The computer lab contains the hardware facilities like printer, UPS, headphones, Speakers and software CDs.

The student teachers are encouraged to develop ICT based lesson plans and Digital lesson plans where the students are expected to use the ICT for introducing the topic, developing the concept and evaluation.

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

4.3.2 - Student – Computer ratio during the academic year

Nil

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

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

A. ?1GBPS

any one:

| File Description | Documents |
|--|------------------|
| Receipt for connection indicating bandwidth | No File Uploaded |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | No File Uploaded |
| Any other relevant Information | No File Uploaded |

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

Three of the above

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

Nil

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| 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

The Management of Shri Surupsing Hirya Naik College of Education Navapur Dist Nandurbar provides funds for developing facilities when need arrives, the institution also plans for augmenting the infrastructure to keep pace with academic growth support of the Management. The campus has 17 acres of land with beautiful and scope and adequate infrastructure facility to share and experience the excitement of meaningful and fruitful education.

Classrooms:

The multipurpose hall of the institution is utilized for various curricular and co-curricular activities. All classrooms are spacious and well ventilated, 4 class rooms and 3 multipurpose hall has LCD project Screen, Every classroom have Podium, with interactive Boards.

Laboratory: Locations of laboratory are such that they have safety showers and fire extinguishers which help to assure protective measures to minimize the casualties. General Instructions to students regarding the safe and secure usage are displayed in each laboratory.

Sports:

Well developed play ground for mental and physical growth of students,

Computers:

The institution has two computer labs with twenty computers connected through Internet. "Information and communication

Technology" is offered as one of the paper in each lab. Our College has its own Learning Management System with the name Arivu and trains the students on it. Students are allowed to browse the internet in the computer lab and library.

| File Description | Documents |
|--|--|
| Appropriate link(s) on the institutional website | shneducation.org |
| 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

All 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 | No File Uploaded |
| Sample feedback sheets from the students participating in each of the initiative | No File Uploaded |
| Photographs with date and caption for each initiative | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|---|---------------------------------|
| <p>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</p> | <p>Seven/Eight of the above</p> |
|---|---------------------------------|

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

| | |
|--|--|
| <p>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</p> | |
|--|--|

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | No File Uploaded |
| Composition of the student grievance redressal committee including sexual harassment and ragging | No File Uploaded |
| Samples of grievance submitted offline | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|--|--|
| <p>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</p> | |
|--|--|

**student welfare Placement Officer is appointed and takes care of the Placement Cell
Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

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

5.2 - Student Progression

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|-------------------------------------|
| Nil | Nil |

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

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

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

70

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

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

01

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Copy of certificates for qualifying in the state/national examination | No File Uploaded |
| 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

Yes, The Student Council is formed at the start of the academic year. The council has specified posts, which may be changed/modified with unanimity. The election/selection for different post continues to be unanimous. During the current academic year there are 07 posts, namely (1) Cultural Activities (2) Social Activities (3) magazine (4) Sports Activities (5) Library (6) Women's Section (7) Computer Section. Students have active representation on academic and administrative bodies and committees of the Institute. Class Committee Meetings are held regularly, at least twice in each semester. This Committee provides feedback on all aspects of the programme and respective course. Cultural and Sports Committee Students have strong representations in all cultural and sports and games which helps in organization and management of events in the college. Students effectively manage the entire functioning and organizing cocurricular, extra-curricular events and competitions

throughout the year. Well Come Day celebrations and other National celebrations that include, Independence Day, Republic Day, Science Day and various social service activities. Student Council plays a very active role in all the college events including variety of innovative competitions, guest lectures, conferences, seminars, workshops and games which enhance student's communication skills, management skills, leadership skills, teamwork, time-management, resource management skills and builds confidence in every student. Some of them are - Gandhi Jayanti, Navratri, Diwali Celebrations,

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | No File Uploaded |
| 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

100 + 50+40+35+25

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

5.4 - Alumni Engagement

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

YES, The Institute has a registered Alumni Association for building strong bond between alumni and students. The alumni give support to

the students through interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually benefit to the Institute and its alumni.

Objectives of the Alumni association:

- To encourage and promote good relations between the Institute and its alumni.
- To promote and encourage friendly bonding between all members of the alumni body in well-being of the Institution.
- To provide and disseminate information regarding institute's graduates, Faculties and students, to the alumni.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits.
- Activities and Contributions:
- Alumni have donated funds to assist the Poor & Merit students of the Institution.
- Alumni are included as members in the Board of studies.
- They are invited for meetings at the college and they interact with their teachers and express their suggestions.
- Few Alumni gave Guest lecturers to the existing students on career development.
- Our Alumni Association plays very supporting and constructive role in the overall development of the college.

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

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

Five/Six of the above

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

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

05

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| 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

The Institute has an Alumni Association for building strong bond between alumni and students. The alumni give support to the students through interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually benefit to the Institute and its alumni.

The following are some of the alumni's contributions to the growth and development Institution:

- The Alumni Association assists in the formation of networking relationships with all students.
- It keeps the college informed about the placements of students who have graduated. It provides information on school-based work opportunities.

- Alumni have donated funds to assist the Poor & Merit students of the Institution. Alumni are included as members in the Board of studies. They are invited for meetings at the college and they interact with their teachers and express their suggestions.
- Few Alumni gave Guest lecturers to the existing students on career development. Alumni Association meets once a year. Meeting of Alumni committee is held in the month before last working day of the college.
- During the meeting alumni gives feedback and suggestions for the improvement of the college.
- The Alumni Association consisting of a number of employers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. It has made a number of sound recommendations for the college's expansion. Assists with advertising.

| 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.

Vision :

Excellence in competencies and value based teacher education.

Mission :

MISSION :

To promote Teacher education in an environment consistent with policies, legal frame work, contemporary changes, societal needs, rationally and the spirit of harmony and co-existence. The institution is established 1990and dedicated to the field of teacher education. Marching ahead on the path of progress with the strategic

plan, under the rules and regulations of KBCNMU Jalgoan. The institution seeks to ensure equity, access and quality in learning experience and most importantly the role of teachers at to be instrumental in achieving the intended success. Engaging of the students in high-impact value-based education, leading-edge training with academically challenging and supportive environment conducive to personal growth and time-lined infrastructural improvements to the campus are some traits of good governance, excellent administration and a trustworthy leadership within the Institution. The Institution endeavors to provide good governance and leadership with sustaining principles of ethical standards, mutual respect, student-centric interdisciplinary, multidisciplinary, collaborative and innovative environment and responsiveness to the society through

| 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 | No File Uploaded |
| 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
Response: Decentralised and participative management exists in the institution from policy making bodies. The Institution follows the Professional Management approach in managing all the activities . Practice of Decentralisation is reflected in decision making, planning and administration, and office management. The management of the Institution promotes a culture of decentralization and endeavors best substantial independence to the Institutions in all areas of decision making process. Administration is the backbone of the Institution. Institution firmly believes to provide quality education to the society. The College administration plays an integral role in leading, supporting the development and implementation of vision and mission of the college. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision and Maintenance. The Institution enhances the quality at

various levels. All the stakeholders are working together for efficient functioning of the Institution However, as far as execution of the various functions in the academic environment of the college are concerned, the Principal and the faculties have a great responsibility. The Principal constitutes different committees among the faculty members and other employees of the college. These committees are entrusted with their responsibilities in the execution of the action plans in the college.

| File Description | Documents |
|--|------------------|
| Relevant documents to indicate decentralization and participative management | No File Uploaded |
| 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.

The institution maintains transparency in its financial, academic, administrative and other functions Response: The institution maintains complete transparency in its financial, academic, administrative and other functions. The following are the few means which shows the means of transparency: Our Institute is governed by Shri. Surupsing Hirya Naik College of Education, Navapur Dist Nandurbar and Affiliated to Kavyatri bahinabai Chaudhari North Maharashtra University Jalgaon, so the institute abides by the terms of the university. Admission process is strictly on the basis of merit in accordance to the government reservation policies. There is academic committee in the college which monitors every academic activity of the college. Important notices regarding college are regularly posted in the college website to ensure complete transparency in all its functioning. The institute maintains transparency in its financial, academic, administrative and other functions. Annual Quality Assurance Report has proper system outline, taking care of ethical and human values responsible for transparency. The institute's financial transaction Audits are being carried out yearly by external auditor. There is anti-ragging committee in the college for prevention of ragging. There is Mentoring committee for personal counseling of students. It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University as well as the state government.

| File Description | Documents |
|--|------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | No File Uploaded |
| 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 perspective and strategic plan is developed by the Internal Quality Assurance Committee. The Institution works to accomplish the perspective plan. To accomplish the desired goal of institutions the management of the Institution, Internal Quality Assurance Cell, College Development Committee, Purchasing Committee and various committees works in accordance with the perspective plan. To accomplish the strategic and perspective plan the institution conducts meeting of the concern committees and perspective plan is put on the floor for the open discussion. After the discussion and feedback from various stakeholders the perspective plan is approved by the Management .The management endeavors best substantial independence to the Institution in all areas in decision making process. The college assigns responsibilities to various committees for the smooth and effective functioning in the area of academics and administration. The Institution has mechanism for the newly admitted students.The faculty members counsel the students while admitting in the institutions. Examination committee conducts the examination and evaluation process of the stakeholders. As per the guidelines of Supreme Court of India, concerned notification from University Grants Commission (UGC) and Concern University, Anti Ragging committee is constituent and functioning effectively in the college.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://www.shneducation.org/ |
| Documentary evidence in support of the claim | No File Uploaded |
| 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.

With the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results.. A hierarchical set up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage. Shri Surupsing Hirya Naik College of Education, Navapur Dist Nandurbarhas been established in 1990. It has a Governing body to monitor the Vision and Mission of the institution. It has an effective organizational structure which monitors and improves the institution. Keeping in view all the stakeholders more on students an effective administrative system is structured. These different functional units of the college, including academic and administrative units, report to the Principal. Although the overall monitoring responsibility rests with the Principal, different units through internal coordination achieve these functions. The Management monitors the Teaching-Learning Proces, Promotion of staff, Freedom for academic Development, Evaluation of Teachers Performance. Recruitment of teachers is as per the norms directed by the NCTE, Government of Maharashtra. The promotion eligibility of the faculties is as per the policies prescribed by the State Government in the purview of the UGC norms. A Grievance Redressal Cell for the students and employee functions in resolving of any major or minor disputes or grievances reported.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://www.shneducation.org/ |
| Documentary evidence in support of the claim | No File Uploaded |
| 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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | No File Uploaded |
| 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 forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute different committees are formed Regular meeting of these committees are conducted. Particulars of the meetings . Governing Body Biannually Local managing committee Biannually , IQAC Quarterly, Academics monitoring committee Biannually , Examination committee Monthly,. Extracurricular & other activities Biannually ,Training Placements & Visits cell Biannually,. Institutional Magazine, Wall magazine, Notice Board Monthly . Alumni Committee Annually ,Grievance redressal cell Annually . Anti ragging Annually . Library committee Quarterly . Cultural Activities Biannually. These different functional units of the college, including academic and administrative units, report to the Principal. Although the overall monitoring responsibility rests with the Principal, different units through internal coordination achieve these functions.

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

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

For the wellbeing of the Institution, the College ensures that its teaching and non teaching staff are provided with the effective welfare measures as necessitated. Faculty empowerment is through training, and motivations. Although the college does not have any faculty empowerment mechanism on its own, it allows the teachers and nonteaching to attend Faculty Development Programs, Workshops, Orientation Programs and Refresher Courses, and other short term courses organized by education higher institutions for updating and empowering themselves. The institute permits the faculties to participate in national seminars, workshops, and training programs. By providing seed money Faculties by participating in these courses can avail the Career Advancement Scheme as per the UGC norms. The non-teaching faculties are also provided the opportunity to participate in different training programmes. The institution has effective welfare measures for teaching and non teaching staff, List of Welfare measures provided by institute for teaching and non teaching staff: Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, Earned Leaves, medical leave and maternity leave for ladies staff. Fees installments scheme for wards of staff. Employee Provident Fund (EPF) for teaching and nonteaching staff.

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

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

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | 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.

00

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

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

08

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Copy of Course completion certificates | No File Uploaded |
| 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.

Our institution strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff with all amendments made there in from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The salient features of the performance appraisal system are as follows: Teaching Staff a) The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance Based Appraisal System (PBAS). b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score. c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their

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

6.4 - Financial Management and Resource Mobilization

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

The Institution has established a mechanism for conducting internal and external audits on the financial transactions twice a year to ensure financial compliance. The audit committee thoroughly verifies the income and expenditure details and the compliance report of audit is submitted to the Management of the institution through Principal. Before the commencement of every financial year,

Principal submits a proposal on budget allocation. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc. "Process of the internal audit" is title. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the Principal. The same process is being followed for every five years. Similarly 'Process of the external Audit". The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the Management and Head Office for review. All these mechanisms exhibit the transparency being maintained in financial matters.

| 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 | View File |
| Any other relevant information | View File |

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

00

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | 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 | View File |
| 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.

1. Institute maintains and follows a well-planned process for the

mobilization of funds and resources. The process involves various committees of the institute. Institute has designed some specific rules for the fund usage and resource utilization.

2. Student Tuition fee is the major source of income for the institute.

3. The management provides need-based financial support.

4. Utilization of Funds:

5. A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non recurring expenses 6. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc

7. The quotations are scrutinized by the Finance and Purchase committee before a final decision is made based on pricing, quality, terms of service, etc.

8. The accounts department ensure that the expenditure lies within the allotted budget.

9. Optimum utilization of funds is ensured through Utilization Certificate issued by the Chartered Accountant

10. No Adequate funds are allocated for effective teaching-learning practices like Conference, Workshops, Interdisciplinary activities, training programmes that ensure quality education.

11. No Adequate funds are utilized for development and maintenance of the institution. Main motto of resource mobilization and optimal utilization of resources is to put institution on bench mark in tune with quality teaching and unique growth of students

| 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

1. The Academic Monitoring Committee of the institute focuses on academic development. The primary aim of the IQAC is to develop a system for conscious and consistent, action to improve the academic and administrative performance of the institution. The Institute has developed several quality assurance mechanisms under Academic Monitoring Committee as under:

- i. Feedback analysis received from Students.
- ii. Coordinates with all stakeholders for their opinions and advises for quality improvement.
- iii. Getting updated on latest information on various quality parameters of higher education through various articles and field visits.
- iv. Analysis about the feedback received from all stakeholders and informs the concerned about its outcome for correction.
- v. Institute appreciates, encourages and provides support for quality improvement in teaching, research and administration.
- vi. Documentation of the various programs /activities leading to quality improvement.
- vii. Collection, maintenance and analyzed documents are prepared and maintained.
- viii. Planning and Support effective implementation for Total Quality management, Curricula development, Teaching-Learning and evaluation, Research, Consultancy an

| 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 on advance, circulated and displayed in the website. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the course, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, ethics of the course, discipline and culture of the Institute. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored. Feedback from students is also taken individually by teachers for their respective courses by IQAC Committee. Students are also free to approach the Principal of the Institute for feedback and suggestions. Feedback is properly analyzed and shared with the individual faculty members. The teaching-learning processes are reviewed and improvements are implemented based on the IQAC recommendations. a. Introduction of Daily Home Assignments b. Curriculum Development Workshops in many subjects c. Career and Guidance programmes

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

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

09

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

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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Description of quality enhancement initiatives in the academic and administrative domains successfully. In institutionalizing quality assurance strategies and processes of the college Title Continuous Quality Improvement (CQI) audit plays a major role. Some of the important contributions of CQI are:

1. Ensuring the institution quality by following the quality manual, Periodic revision of formats and procedures, meeting out the requirement of quality parameters of the institution, periodic academic audits, coordinating review meetings headed by the Principal conducting annual management review meeting, preparing perspective plan / strategic plan for the college, guiding departments in getting feedback response from students, parents and employers, conducting workshops on improving examinations systems.
2. Meetings are conducted regularly by every department to review the academic, administrative, research and consultancy activities.
3. At department level, class committee meetings are conducted twice in a semester to review the status of course completion and receive the feedbacks from student's representatives.
4. Principal conducts meeting every week to review the performance and progress, activities, placements, etc. of the college.
5. All faculty meetings are conducted by the Principal periodically to receive the suggestions for improvement of the college, to review and redesign the curriculum and syllabi, as per the requirement of the society.

| 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.

The college currently uses a 07KVA generator as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include one lakh tree plantation small project in our campus. Tree plantation can also help us in dealing with ozone layer depletion. Using LED bulbs and tube lights is one of the easy ways to cut down electricity costs at institutions. LED lighting fixtures are more beneficial for saving energy and conserving the environment. These lighting solutions help a lot in maintaining campus security, providing better quality light, improving student safety, and giving facility managers a sense of peace that comes with purchasing long-lasting products.

| 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.

Adivasi Seva Sahayak & Shikshan Prasarak Sanstha's SHRI SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR DIST. NANDURBAR believes in "Let's go green and keep our campus clean". Adivasi Seva Sahayak & Shikshan Prasarak Sanstha's SHRI SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR DIST. NANDURBAR pivotal operations have very less impact on the environment as the institute is very conscious of generating less waste and recycling. Environmental initiatives like use of No smoking zone, waste management system etc. have been implemented. Environment consciousness is embodied in the heart of the college by tree plantations and maintaining good garden to maintain the pristine purity and beauty of the college.

The institute's waste management practices are divided into three parts

1. Solid Waste Management

2. Liquid Waste Management

3. E-Waste Management Solid Waste Management:

The waste generated in the campus includes wrappers, glass, metals, paper, plastics, etc. Waste papers and other scrap and all solid waste materials are given for recycling to external agencies. Liquid Waste Management: Waste water is used for watering the gardens and lawns maintained in the campus and food wastage is supplied to farmers. E-Waste Management: The repairs of electronic goods are handled by the Technical Assistant and are reused. UPS Batteries are recharged / repaired / exchanged by the suppliers. And e waste are transferred to technical department of our society.

| 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

Three 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

Two of the above

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

By enforcing the Prime Minister's "Swachh Bharat Mission", Adivasi Seva Sahayak & Shikshan Prasarak Sanstha's SHRI SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR DIST. NANDURBAR is always committed to maintain a clean college environment sets a good example to students, teachers and other staffs.

Cleanness in College:

1. Provide hygiene classrooms.
2. Keep trash bins in each corner.
3. Encourage students and teachers to keep things away immediately after use.
4. Organize cleaning day events like Swachh Bharat.
5. Clean the campus facilities frequently.

Sanitation:

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management

6. Environmental sanitation Pollution Free Healthy Environment

1. Use Reusable Water Bottles
2. e-waste management
3. Use of LED bulbs in college
4. Dustbins on the Premises
5. Waste control in entire campus
6. No use of plastic in campus
7. Use of dust proof chalks in classrooms
8. Minimum use of Photocopy/Printing
9. Entire Campus is No Smoke zone

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

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

| File Description | Documents |
|---|------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | No File Uploaded |
| 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)

662480

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | No File Uploaded |
| 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

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real worksituation among the students is another feature. Our College has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance. Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized. Our College maintains functional internal quality management systems,

inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. Tree plantation is the one of the major project in our campus. This ecofriendly environment boosts the students energy in day to day life. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Following courses helps us to infuse environment among students: Corporate Social Responsibility these life lessons are delivered through projects, role plays, dramas and experiential learning. The institution ignites sensitivity towards society and environment by various activities like visit to interaction with specially dumb and Deaf School abled people, visit to orphanages and motivating students to spread awareness of cleanliness and Swach Bharat Mission.

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

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

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 | View File |
| 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

BEST PRACTICE I

Title of the practice: ICT FOR EFFECTIVE TEACHING LEARNING.

Goals

1. To equip our students with confidence of using technology in teaching learning process.
2. To stand bold in today's world growing high in technology.
3. The tool they can carry easy and everywhere.
4. Making teaching and learning more effective and innovative.
5. Widens their knowledge and understanding of curriculum through technology.

Objectives of the Practice:

1. To promote the skill using Information Communications Technology (ICT and to improve the learning outcomes)

2.To accelerate the teaching and learning efficiency.

3. To motivate students towards innovative learning.

4. To enrich the process of teaching learning by using ICT techniques.

| File Description | Documents |
|---|------------------|
| Photos related to two best practices of the Institution | No File Uploaded |
| 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

The college provides opportunity for inculcating values. Series of academic achievement at the university level by securing ranks in the university examinations. There is also high demand for the college products in the schools for placement. The college is distinct in its hands on approach to training and applying theory to practice. The faculty focuses on authentic teaching practices and internship and creating a truly reflective teacher. The oneness of knowledge is very effectively practiced. The college makes an effort to provide a holistic experience to its students in the form of guest lectures, conferences and workshops are our hallmark and we take extra effort in finding those that add value. During internship, student-teachers experiment with different strategies of teaching putting into practice all that they learn in theory papers. The feedback provided to them builds up on the theories and principles already taught to them by helping in better assimilation. As a result, by the end of the course, they develop abilities to reflect on different aspects. We also believe that language should not be a hurdle in the making of an effective teacher hence they are also given the option to write their papers in Marathi/English.

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

