



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	College of Education, Barshi, Dist Solapur
• Name of the Head of the institution	Dr. Gore Sugriv Shrimant
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02184223114
• Mobile No:	9850368385
• Registered e-mail ID (Principal)	bedbarshi@yahoo.com
• Alternate Email ID	sugrivgore@gmail.com
• Address	725 A Shivajinagar
• City/Town	Barshi
• State/UT	Maharashtra
• Pin Code	413411
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Punyashlok Ahilyadevi Holkar Solapur University, Solapur				
• Name of the IQAC Co-ordinator/Director	Dr. Shikhare Vishnu Pandurang				
• Phone No.	02184223114				
• Alternate phone No.(IQAC)	02184222569				
• Mobile (IQAC)	9527170461				
• IQAC e-mail address	vishnu.shikhare@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	www.coebarshi.org.in				
• Web-link of the AQAR: (Previous Academic Year)	coebarshi.org.in/aqar19.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://coebarshi.org.in/cal20.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	82	2004	04/11/2004	03/11/2009
Cycle 2	B	2.19	2013	05/01/2013	04/01/2018
6.Date of Establishment of IQAC			01/07/2008		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest			No		

NAAC guidelines	
<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	04
<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) 	View File
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)	
<ul style="list-style-type: none"> • Adopt Multiple mode approach to teaching-learning by teachers - Our College & IQAC has informed to teachers to adopt Multiple mode approach such as online through Google Meet, Microsoft Team, ZOOM to teaching-learning during COVID 19 pandemic situation for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. courses. 	
<ul style="list-style-type: none"> • Motivate Students to participate in extension and outreach activities - Our College & IQAC has always tried to motivate to our students for the participation in extension activities The department of National Service Scheme of our college has organized different day celebration, Mahatma ki Mahima Programme, Kaumi Ekta Week, National Voter Day, Blood Donation Camp, Debates, Seminar, Special Camp for B.Ed., and B.P.Ed. Student-teachers during COVID 19 pandemic situation. Our Faculty Dr. M.S.Disale has worked as a Programme Officer for NSS. 	
<ul style="list-style-type: none"> • Organize Alumni Meet - Our College & IQAC has organized a one day online Alumni Meet on 31st May, 2021 during COVID 19 pandemic situation. Dr. V.M.Gurme was the resource person for the Meet. Total 438 Alumni were participated in online Meet. Our Faculty Dr. A,G,Kamble has worked as a Coordinator for the Alumni Meet. 	

• Organize professional development /administrative training programmes - Our College & IQAC has organized total 08 professional development /administrative training online programmes for teaching and non-teaching staff during the academic year

• Organize Environmental Consciousness and Sustainability programmes - Our College & IQAC has organized different activities for inculcating Environmental Consciousness and Sustainability such as Plantation, Clean campus, Swachha Bharat, Social service, NSS Special Camp etc. Environmental Awareness program was held on 25/11/2020. Our Faculty Prof. Dr. S.D. Bhilegaonkar has worked as a Coordinator for the program

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
Encourage and facilitate to undergo self-study courses online/offline	Our College & IQAC has encouraged and facilitated to undergo self-study online courses during the academic year 2020-21 for B.Ed., B.P.Ed., M.Ed., and M.P.Ed. Student-teachers
Obtain structured feedback on the curriculum	Our College & IQAC has obtained structured feedback on the semester wise curriculum from various stakeholders. Structured feedback is obtained from Students, Teachers, Employers Alumni, and Practice Teaching Schools/TEI
Increase Enrolment of Student-Teachers	Our college is situated in semi-urban area. The maximum students are from rural area. So our College & IQAC has conducted the orientation of students for the admission of various courses. It was conducted through whatsapp group, facebook and other sources during COVID 19 pandemic situation for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. courses.

<p>Adopt Multiple mode approach to teaching-learning by teachers</p>	<p>Our College & IQAC has informed to teachers to adopt Multiple mode approach such as online through Google Meet, Microsoft Team, ZOOM to teaching-learning during COVID 19 pandemic situation for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. courses</p>
<p>Motivate students using ICT support for learning</p>	<p>Our College & IQAC has motivated using ICT support such as mobile-based learning, online material, learning apps etc. for learning during COVID 19 pandemic situation for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. student-teachers.</p>
<p>Develop Competency of effective communication among students</p>	<p>Our College & IQAC has motivated to develop competency of effective communication among students through several activities such as online workshop sessions for effective communication, simulated sessions for practicing communication in different situations, participating in institutional activities as 'anchor', 'discussant' Classroom teaching learning situations along with teacher and peer feedback.</p>
<p>Undertake School Internship</p>	<p>Our College & IQAC has conducted School Internship Programme for B.Ed. II Semester III student-Teachers from 01.11.2020 to 08.11.2020. It was conducted in Simulated Group through online during COVID 19 pandemic situation. Total 30 Student-teachers were participated in the program. Our College & IQAC has conducted School Internship Programme for B.Ed. II Semester IV student-Teachers from</p>

	<p>10/04/2021 to 15/04/2021. It was conducted in Simulated Group through online during COVID 19 pandemic situation. Total 30 Student-teachers were participated in the program. Our Faculties Dr. M.V.Mate and Dr. P.A.Patil have worked as Coordinators for the School Internship.</p>
<p>Publish Reference Books and Research Papers</p>	<p>Our College & IQAC has always motivated to our Faculties for the publication of reference books and research papers on the topics in higher education and teacher education. Total 03 Faculties have published reference books. All Faculties have published research papers at national and international journals. Total 24 research papers are published during the academic year.</p>
<p>Motivate Students to participate in extension and outreach activities</p>	<p>Our College & IQAC has always tried to motivate to our students for the participation in extension activities The department of National Service Scheme of our college has organized different day celebration, Mahatma ki Mahima Programme, Kaumi Ekta Week, National Voter Day, Blood Donation Camp, Debates, Seminar, Special Camp for B.Ed., and B.P.Ed. Student-teachers during COVID 19 pandemic situation. Our Faculty Dr. M.S.Disale has worked as a Programme Officer for NSS.</p>
<p>Organize Cultural activities and competitions</p>	<p>Our College & IQAC has always tried to motivate to our students to participate in cultural activities and</p>

	<p>competitions. Students-Teachers were participated in cultural activities and competitions. Our college has organized different cultural activities such as celebration of various days, Birth and Death anniversary of National personalities etc. during the academic year.</p>
<p>Enrich Library as a Learning Resource</p>	<p>Our college has well-equipped library. We have renewed Inflibnet and N-List programme membership. All Faculties are the members of it. The books are added in the library during the academic year.</p>
<p>Develop ICT Lab as a Learning Resource</p>	<p>Our college has well-equipped ICT lab. We have purchased different soft wares for ICT lab. Internet connection is available in our ICT lab.</p>
<p>Extend Physical, academic and support Facilities</p>	<p>College has extended modern based physical, academic and support facilities during the academic year.</p>
<p>Organize Sports activities and tournaments</p>	<p>Our College & IQAC has organized online activities of sports for student-teachers during COVID 19 pandemic situation. Our Faculty Dr. S.M.Landage has worked as a Coordinator for the Intercollegiate Sports Tournament.</p>
<p>Organize Alumni Meet</p>	<p>Our College & IQAC has organized a one day online Alumni Meet on 31st May, 2021 during COVID 19 pandemic situation. Dr. V.M.Gurme was the resource person for the Meet. Total 438 Alumni were participated in online Meet. Our Faculty Dr. A,G,Kamble has worked as a Coordinator for the Alumni Meet.</p>

<p>Participate the Faculty in Seminars, Conferences and Symposia</p>	<p>Our College & IQAC has always motivated to our Faculties for the participation in Seminars, Conferences and Symposia in higher education and teacher education Total ----- Faculties have participated and presented papers in different online conferences and seminars. Total ----- research papers are presented during the academic year.</p>
<p>Organize professional development /administrative training programmes</p>	<p>Our College & IQAC has organized total 08 professional development /administrative training online programmes for teaching and non-teaching staff during the academic year.</p>
<p>Motivate Faculty to attend professional development programmes</p>	<p>Our College & IQAC has always tried to motivate to our Faculties to attend and participate in professional development programmes such as orientation program, refresher course, FDP, STC etc. Total ----- Faculties were participated in professional development online programmes during the academic year.</p>
<p>Felicitate Faculty, Students and Non-teaching</p>	<p>Our College & IQAC has felicitated the Hon. President of our institution, Faculties, Students & Non-teaching of our college who have received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the year. The President of our institution Hon. Dr. B.Y.Yadav received Jeevan Gaurav Award by PAHSUS. The Hon. Principal of our college Dr.S. S. Gore published a book as an</p>

	<p>Editor on "Sarjansheel Wyaktimatwa: Dr.B.Y.Yadav". Our Faculty Professor Dr.S.M. Landage received Kuntatai Jagdale Jeevan Gaurav Award. Professor Dr.V.P. Shikhare is appointed as an IC Dean for IDS Faculty of PAHSUS. Dr.M.V.Mate received Rashtriya Hindi Sevak award. Librarian Dr.S.L.Jadhav received Ph.D. Degree in Library and Information Science. Associate Professor Mr. B.T.Gund retired on 31st October 2020. M.P.Ed. HOD Mr. G.S. Fartade retired on 31st January 2021. B.Ed. Student-teacher Ashwini Bhosale received Gold Medal by PAHSUS.</p>
Introduce Welfare Scheme	Our College & IQAC has introduced Welfare Schemes for teachers, non-teaching and students.
Organize Environmental Consciousness and Sustainability programmes	Our College & IQAC has organized different activities for inculcating Environmental Consciousness and Sustainability such as Plantation, Clean campus, Swachha Bharat, Social service, NSS Special Camp etc. Environmental Awareness program was held on 25/11/2020. Our Faculty Prof. Dr. S.D. Bhilegaonkar has worked as a Coordinator for the program.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
College Development Committee	04/10/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	31/12/2021

Extended Profile**2.Student**

2.1	269
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	483
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	121
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	90
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	71
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	161
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	10.94974
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	51
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	26
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	29
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	
Our Institution has regular in house practice of planning reviewing,	

revising curriculum, our faculty members are chairman and members of various bodies of PAHS University, The actively participate and frame syllabus at university level, our faculty Dr.V.P.Shikhare is acting DEAN of Interdisciplinary studies. New two years CBCS semester system curriculum is framed in 2019. We conduct discussion in staff meeting for reviewing, So as to prepare academic calendar. IQAC approved this calendar which includes curricular and extracurricular activates, we implement all the activates through prepared time table, for transaction of syllabus all the head of department of various courses arrange meeting of the faculty members in the first week of each semester for work distribution and tentative dates of implementation of theory and practical are decided. All faculty members planned for teaching learning activates. A copy of time table of theory and practical is displayed on the notice board and whatsapp groups of students. We collect feedback from student and faculty regarding curriculum modification, discussion was held and we suggest university authorities for difficulties arises to implement curricular activates. We take participation of local faculty of sister institution and expert from society for adopting curricular activates. Our practicing school teachers and head masters also helps us for implementing practical part of syllabus. In academic year 2020-2021 we have conducted theory and practical through online mode by using zoom, Google meet, Microsoft team, Google classroom, etc

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the

D. Any 2 of the above

institution Schools including practice teaching schools Employers Experts Students Alumni

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://coebarshi.org.in/poco.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
11	
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	http://coebarshi.org.in/cal20.pdf
Any other relevant information	http://coebarshi.org.in/cal20.pdf
1.2.2 - Number of value-added courses offered during the year	
1	
1.2.2.1 - Number of value-added courses offered during the year	
1	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
60	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

60

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

One of the above

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

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

7

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

7

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

For B.Ed. and B.P.Ed. Students have to select two methods i.e. pedagogical courses through which student learn methods techniques and skills of teaching. In fourth semester they have to select elective subject that in Environmental Education, Guidance and Counseling, Value Education, Educational Technology. Theory related practical includes various practical's students have choice to select any two out of them. Student teacher understand the Philosophical, Sociological and Psychological base of education through theory course and through elective courses they understand social responsibilities, roles, qualities and code of conduct, through practicum they understand diversity, Cultural program is organized to understand fundamentals of teacher education. EPC develop students professional capacities and all round development. Sessional work, practicum courses also enhances communication skills. In PG courses there are elective subject and research activates which enhances their different qualities required for becoming a teacher. Intramural activities, sports and game activities are organized as per syllabus for enhancing skills in sports and game. For becoming a talented, creative, innovative teacher, teacher has to gain or achieve variety of skills, education and training. They also need superior interpersonal skills. They also need superior interpersonal skills. To work in team teacher's also need collaborative skills.

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

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

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

Variety or diversity makes people different from each other which includes gender, sexual orientation socio economic status, ability, age, religion belief Through guidance of theoretical part of gender school and society and by organizing special days such as. National mahila din, savidhan din we promote diversity. Before starting lesson guidance, mentor of the group address students about diversity in school children, so have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

With the help of various, lecture series, seminars, group work we familiarize student about the diversity in school system.

The following ways are followed by us to encourage diversity in schools and coherent understanding of teacher education

- 1) Orientation about types of school
- 2) Visit to innovative school
- 3) Through theory of psychology about various types of students.
- 4) Meeting diverse learning needs

5) Supporting professional development opportunities.

Due to pandemic situation this year we used online mode of teaching and learning

Every school is already full of students and staffs with diverse and amazing backgrounds, abilities and skill, hence are highlight diversity through addressing about deprived sections of society.

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

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

1.3.3- Student derive professionally relevant understandings and consolidate these into professional acumen form the wide range of curricular experiences provided during Teacher Education Programme.

Implementation of the curriculum of PAH Solapur University, Solapur, is as per academic calendar and Time Table as to provide varied experience to the trainee. To achieve goals and aims given in curriculum. The College follows student centered approach, and encourages active learning through on line mode of teaching learning by using zoom platform, Google meet, Microsoft link, also promotes the teaching methods through pedagogy courses, co-operative learning and inductive teaching and learning by organizing workshop of practical. We motivate student for inquiry based learning, problem solved learning, project based learning Which seeks to promote-

Inside and outside classroom activities students research activity.

Own cultural experience and social activates.

Also the following work as per curriculum is conducted for professional development of trainee.

1) Teaching skills are taught through Micro teaching, Lessons are organized and conducted as per requirement of school internship.

2) Student teachers asked to develop school profile online visit and guidance of special school was conducted to know the routine of school and also interaction with head master of that practice teaching school.

3) Participative activities with practice teaching school such as guest lecture of scholar teacher is organized.

4) Discussion and interview of expert from sister institution is held on the occasion of special day.

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

161

2.1.1.1 - Number of students enrolled during the year

161

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

13

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

13

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

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

07

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

07

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

2.2 - Honoring Student Diversity

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

2.2.1-At entry level the assessment process is conducted by State Common Entrance Test Cell, Maharashtra State. It is conducted for B.Ed., B.P.Ed., M. Ed. And M.P.Ed. courses in our college. The assessment process is known as common entrance test (CET). CET is useful to identify different learning needs of students and their level of read

inesstounderprofessional education programme and also the academic support provided to students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

All of the above

Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

10:01

2.2.4.1 - Number of mentors in the Institution

24

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

2.3 - Teaching- Learning Process

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

Our College adopts various and multiple modes of teaching-learning as student-teachers centric methods fo renhancing quality of learning experience to student-teachers. The student-teachers are motivated to participate actively in theory and practicum sessions. They are encouraged to participate in various programmes such as curricular and cocurricular activities organized by our college. They are informed to participate in technical and non-technical sessions of workshops and seminar organized by our College and other institutes. The seminars are organized every year for all the U.G. and P.G. student-teachers. The college invites external experts for

evaluation and the prizes with certificate sare also given to student-teachers forencouragement. It is mandatory for thestudent-teachersofU.G. and P.G.to participate in school internships,visits, ground practicals and seminars to promote participative learning.These activities are planned,conducted and monitored regularly by the faculty to ensure that student-teachers are practicing and are acquiring the required skills. Every mentor teacher carries out activities like group discussion,brainstorming sessions and problem solving sessions ..Projects are assigned to group of U.G.and P.G.student-teachers and the activity is monitored by the project supervisor.Considering the pandemic situation of COVID-19 student-teachers are also guided and encouraged to study via online portals like NCERT, NCTE, SWAYAM,NPTEL and PG Pathashala which helps them to learn at their own pace and time of convenience.

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

26

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://youtu.be/56EPMYaS87M https://youtu.be/ZGfGXuVnFIIs https://youtu.be/55stwosf0Ac https://youtu.be/08j7kH8ZfSk https://youtu.be/BwJ8BF-7mtU
Any other relevant information	View File

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

271

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://coebarshi.org.in/naac/csict.pdf
Any other relevant information	View File

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

2.3.5- Continual mentoring is provided by teachers

Continual mentoring is provided by teachers for developing professional attributes among students in our institution. The process of mentoring efforts in the institution is unique. It is 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.

Student-teachers are continuously monitored by teacher educators in our institution. The practical and ground activities are carried out through the groups. The group includes 9-10 student-teachers. The different activities such as enriching teaching skills and intramurals etc. are conducted and monitored. Teacher-Educator play the role of guide and facilitator.

Cultural and sports activities are conducted through house system. The house is controlled by concerned house masters i.e. teacher-educators. The diary groups are formed by course wise in our institution. Every Saturday the diary group students meet the concerned teacher-educator and discuss different issues such as subject problems, practical issues and activities etc.

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

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

Five/Six of the above

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

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

Our institution provides an opportunity to student-teachers of different programs such as B.Ed., B.P.Ed., M.Ed., M.P.Ed. to nurture different skills through teaching-learning process. It is nurtured through the following respects:

1. Creativity:- It is developed through CPD programs.
2. Innovativeness:- It is nurtured through action research.
3. Intellectual and thinking skills:- It is nurtured through academic activities.
4. Empathy/ Life skills:- It is nurtured through social service, cocurricular activities.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
<p>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</p>	<p>Four of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
<p>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</p>	<p>All of the above</p>

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

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

All of the above

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

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

All 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	View File

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

Internship programme is systematically planned in our institution with necessary preparedness.

1) Selection/identification of schools for internship: Generally the schools for internship are selected from the group of our mother institution as well as other institutions in our area. We select the schools on the basis of distance, students strength, availability of schools etc.

2) Orientation to school principal/teachers-: We conduct general meetings of school Headmasters or representative of school. We discuss the annual program of school internship with them. We are very happy to say that we easily get the availability of schools with cooperation of school Headmasters or representative of school. Due to COVID-19 pandemic situation, we conducted school internship in simulated group through online mode.

3) Orientation to students going for internship-: The student-teachers are also oriented regarding school internship. The first week of school internship is allotted for orientation of student-teachers. Here total preparation of school internship is planned on the basis of preparing timetable, selection of content, planning of total practice teaching and activities regarding it.

4) Defining role of teachers of the institution-: The school teachers are informed to observe the lesson of student-teachers and give the necessary remedies. The student-teachers are informed to observe the lessons of experienced teachers. The school teachers help the student-teachers to conduct the school internship program.

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

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

2.4.9.1 - Number of final year students during the academic year

110

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

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

Nine/All of the above

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

2.4.11-Institution adopts effective monitoring mechanisms during internship:

1) Role of teacher-educator: The practice lesson and activities are planned, executed, observed and assessed by the teacher-educator. It is conducted in different groups at different schools.

2) School principal:- The general meetings of school Headmasters are conducted generally at the beginning of the academic year. The total school internship programme is stated to the school principals. During the internship, the school principals give proper cooperation. All the activities are informed and reported to the school principals during the internship.

3) School teachers:- The school teachers are informed to observe the lesson of student-teachers and give the necessary remedies. The student-teachers are informed to observe the lessons of experienced teachers. The school teachers guide and help the student-teachers to conduct the school internship program.

4) Peers:- The practice lesson and activities are observed and assessed among peers. Feedback programme is organized after the school internship.

Due to COVID-19 pandemic situation, we conducted school internship in simulated group through online mode.

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

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

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	View File

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

26

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

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

14

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

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

293

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

293

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

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

Our Institution has a systematic mechanism for the Teachers to keep themselves updated professionally. We have Staff Academy in our college. The Principal of our college is the chairman of staff academy. There is a secretary of staff academy from the representative of the teachers. We conduct two meetings of staff academy in an academic year. The purpose of the staff academy is stated in the form of objectives of staff academy. The different activities are organized through staff academy in our college.

1. We organize Inhouse discussions on current developments and issues in education, teacher education and higher education regarding teaching, learning, evaluation, assessment etc.
2. Share information with colleagues and with other institutions on policies and regulations: The various types of webinars, seminars and conferences are organized through staff academy

to share information with colleagues and with other institutions on policies and regulations

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) of student learning

Our College has a systematic mechanism of Continuous Internal Evaluation (CIE) of student learning. There are different programs in our college i.e. B.Ed., M.Ed., B.P.Ed., & M. P. Ed. We have special committee for Continuous Internal Evaluation (CIE) of student learning. The committee conducts Continuous Internal Evaluation (CIE) of student learning in a transparent and objective manner timely. It is conducted according to semester pattern prescribed by our University.

Continuous Internal Evaluation(CIE)of student learning is conducted through:

1. Theory related practical
2. Tutorial
3. Assignments
4. Practice teaching and school internship
5. Enhancing Professional Capacities.
6. Other Practical's
7. Ground Practical's
8. Physical Education Lessons, Coaching Lessons.
9. Seminars
10. Report writing and Dissertations.

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

<p>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</p>	<p>Five of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	View File

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

Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in

each college /department with the course teacher/Principal/Director and the HOD of the

faculty and the members. This Committee shall solve all grievances of the students.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

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

Our institution adheres to academic calendar for the conduct of Internal Evaluation. There is a systematic mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution.

Our College has a systematic mechanism of Continuous Internal Evaluation (CIE) of student learning. There are different programs in our college i.e. B.Ed., M.Ed., B.P.Ed., & M. P. Ed. We have special committee Continuous Internal Evaluation (CIE) of student learning. The committee conducts Continuous Internal Evaluation (CIE) of student learning in a transparent and objective manner timely. It is conducted according to semester pattern prescribed by our University.

Continuous Internal Evaluation (CIE) of student learning is conducted through:

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2. Tutorial
3. Assignments
4. Practice teaching and school internship
5. Enhancing Professional Capacities.
6. Other Practical's
7. Ground Practical's
8. Physical Education Lessons, Coaching Lessons.
9. Seminars
10. Report writing and Dissertations.

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.

Our institution conducts the teaching learning process aligned with the stated PLOs and CLOs. We ensures alignment of stated PLOs and CLOs with the teaching learning process. We have prepared PLOs and CLOs on the basis of the syllabus according to program wise of our University.

The B. Ed. curriculum comprises three broader areas:

_ Perspectives in Education

_ Curriculum and Pedagogic studies

_ Engagement with the field

B.P.Ed., Programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory theory as well as practical courses and compulsory school internship.

M.Ed. Course objectives are:

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors in schools and for positions of responsibilities in the Education Department at Institutions engaged in Education Research and Educational planning.

M.P.Ed. Course objectives are-

1. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
2. To be aware of emerging issues such as health, fitness, wellness and technology.

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

2.7.2 - Pass percentage of Students during the year

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

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

The 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

- **B.Ed. Program:**

The General Objectives of the two year B. Ed. programme are:

1. To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.

2. To equip the student-teachers through strong psycho-social foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.

3. To sensitize students about emerging issues related to environment, gender equality, and technology use, legal provisions on education, rights and duties enshrined in the

constitution of India.

- **B. P. Ed. Program:**

1. To develop highly profile scholars in the Field of Physical Education.

2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.

3. To be aware of emerging issues such as health, fitness, wellness and technology.

4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.

5. To provide opportunity for entrepreneurship, self-expression and provide information on continued professional growth.

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

2.7.4 - Performance of outgoing students in internal assessment

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

90

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

Our institution has a mechanism to assess the performance of students on various assessment tasks. It is helpful to reflect how far their initially identified learning needs are catered to.

At entry level the assessment process is conducted by State Common

Entrance Test Cell, Maharashtra State. It is conducted for B.Ed., B.P.Ed., M. Ed. And M.P.Ed. courses in our college. The assessment process is known as common entrance test (CET). CET is useful 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. It helps to learn the new things to the students.

There are theory and practical oriented tasks and assignments in the different programmes. All the academic, cultural and sports activities are conducted throughout the year. There is a in house system for it. The learning needs of students are identified and remedies and other activities are provided.

There are different programmes conducted such as EPC, CPD, Life skills, Values, Ground skills etc.

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

2.8 - Student Satisfaction Survey

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above
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	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
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

24

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	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

1

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

15

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

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

1142

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

1142

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

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

Shrm Sanskar Special Internship Program

(8 to 13 th Feb 2021 At.Uplai Thonge)

Implementation

The College of Education NSS Unit organized NSS Shrm Sanskar Special Camp Program at the adopted village of Uplai (Thonge) Tal.Barshi from 8th to 13th Feb 2021. During the one week stay at the village the NSS volunteers conducted several community services besides taking up activities under Shrm Sanskar special internship program.

The NSS volunteers conducted village and household survey of the villages and organised gram panchayat meeting. Accordingly, NSS volunteers along with village community of Uplai took up the issues of the Cleanness of village, awareness about Environment, Detoxification, children's rights and safety. The NSS volunteers also improved the dilapidated school building at Uplai. Besides, the NSS volunteers cleared the school compound of Uplai village. The NSS volunteers also organized Swachhta rally and performed Street-play on various themes like save water, alcoholism, gambling, Swachhtha and environment conservation etc in the villages of Uplai.

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

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

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

6

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

6

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

3

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

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

Three/Four of the above

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

All the classrooms in the college are provided with necessary provisions to enable the use of LCD projector and Laptop for teaching -learning process. Each class is provided with a green/blackboard. In addition college has also a dedicated seminar hall with audio-visual facilities is in place for regular use.

The institution has labs like ICT lab, ET lab and Language lab and all the labs are well-equipped with the latest equipment and required software for all the programs.

The college library is partially computerized with LIBMAN Software having adequate collection of print resources as well as electronic resources. Reading Room of library is well equipped with seating capacity of near about 50 students.

College has Karmveer Swimming Pool is a unique, modern and well-equipped swimming pool in such a rural area. Karmveer Gymnasium Hall (Indoor stadium) is a center of physical fitness and has various indoor game facilities such as table tennis, lawn tennis, badminton, wrestling, mallkhamb, etc. The College presently has its own lush green playground useful students, visitors, and the rest of the society also.

The college has also providing supplementary facilities like canteen, ladies hostel, parking facility, separate toilet for ladies and gents etc

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://coebarshi.org.in/naac/csict.pdf
Any other relevant information	No File Uploaded

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

0.53500

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

4.2 - Library as a Learning Resource

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

College of Education Library is partially automated with LIBMAN Software since 2010. In the beginning it was client-server based multi-user software having all the necessary automation modules like acquisition and cataloguing, circulation, serial control, OPAC, MIS reports etc. However from 2019-20 the client-server based system turned to cloud based library management system helps to create and store their library collections and also enables the users to communicate and collaborate through multiple channels. In addition, from 2015 library also subscribed the M-OPAC app which allows user to search the library collection over smartphone. In the present year i.e. 2020-21 the data entry of all the library books is completed.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://libcloud.mastersofterp.in/OPACNEW?Library=College%20of%20Education#
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

Institution has remote access to library resources:

College of Education Library has providing remote access to the e-resources under N-LIST programme. Registered users from college can log on to on NLIST homepage for accessing NLIST e-resources. Once logged-in successfully, the list of resources subscribed under N-LIST are displayed. Users can access the e-resources remotely from anywhere through individual registered user id and password. Our web OPAC library facility provides gateway to search the library books over internet. In addition, Library has acquired latest assisting technologies such as Smartphone applications like M-OPAC to search the library books over smart phones from anywhere. Moreover Library delivers various services like e-syllabus, previous year question papers, and links to open access educational resources and study material through students WhatsApp group.

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

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

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

0.71270

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

241

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://coebarshi.org.in/naac/led.pdf
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

.College has adequate number of computers with proper internet connectivity in ICT Lab, Language lab and Library also. Computer systems are configured with latest technology includes Microsoft windows XP professional- operating system, Pentium Dual-core with 2.97 GHZ -processor, 2 GB- RAM capacity, 310 GB hard disk capacityin all the labs andall the computers having antivirus software for enhanced security. In addition, college have provision of 2 laptops

and also most of the faculty have their own laptops. The internet bandwidth connectivity is upgraded up to 100 mbps. Institute has 2 classrooms with LCD Projector and also 2 other movable LCD projectors with screen are used as and when needed. Library is partially automated with LIBMAN Software since 2010 and upgraded with client-server-based system to cloud based library management system. Library provides web OPAC facility to search the collection over internet. In addition, library also subscribed the M-OPAC app which allows user to search the library collection over smartphone. The office administration is fully automated by using LIBMAN software. Website of the college is administered and updated regularly by dedicated staff. The entire campus and all the lecture halls are now monitored through CCTV cameras..

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

8:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

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

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	http://coebarshi.org.in/elv.mp4
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	http://coebarshi.org.in/naac/ecf.pdf
Any other relevant information	View File

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)

10.94974

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

4.4.2 Systems and Procedures for Maintaining & Utilizing Physical, Academic and Support facilities:

The College has a College Development Committee that deliberates each year on the various infrastructural and academic needs of the college and allocates budget, keeping in view the requirements of the stakeholders. In the annual budget the budgetary provision has been made for the maintenance of physical, academic and support facilities. Fire extinguishers are placed at appropriate places in entire campus of the college and they are renewed periodically. The demos regarding the use of fire extinguishers are given to student

and staff.

The college obtained a dedicated power line from the Electricity Board of Maharashtra State. Further, the college has set up power generator to combat the challenges posed by periodic load shedding and black-outs. College has also made available sufficient potable water through Municipal Corporation and aqua-mineral filter units.

File Description	Documents
Appropriate link(s) on the institutional website	http://coebarshi.org.in/naac/pp.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in

Nine or more of the above

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell

Three of the above

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	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
0	180

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
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).**

15

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

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

10

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

5.3 - Student Participation and Activities

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

College of Education, Barshi. is grant -in-aid institute affiliated to P.A.H. Solapur University, Solapur. Being grant-in-aid institute, it is mandatory for the college to follow rules and regulation prescribed by the Government of Maharashtra and University. The Maharashtra Public University Act, -2016 was implemented by the Government of Maharashtra stating formation and the rules for student council.

During the AY-2020-2021, we could not establish student council as per Maharashtra Public University Act-2016, due to delay of admission process and policies laid down by the P.A.H. Solapur University, Solapur. For Covid-19 pandemic situation. But at the institutional level, we formed the student council by following the guidelines laid down by the University. For planning and execution of various activities in the college. Due to pandemic

situation, curricular and extracurricular activities represented in planning and execution of the program. These suggestions and advice were considered in planning the activities the activities i.e., -Independence Day Celebration, Teachers Day, Sports Day, Yoga Camp, Birth and Death Anniversary of Imminent Personalities, Various Competitions, Activities Through Different Cultural House etc.

They had been given various opportunities to invite skillful resource persons for the orientation program and to experience leadership by conducting different activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

17

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

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

Established on 18th April, 2017, with registration no. Maha-322/2017. Institute of College of Education Alumni Welfare Association creates and maintains a life-long connection between the Institute and its Alumni. In collaboration with extremely dedicated volunteers, the Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming and services Institute of College of Education Alumni Welfare Association creates bonding between the Alumni and students in terms of mentoring, volunteering and advocacy which is vital to sustaining and growing the standards of the Institute. By facilitating relationships between students and alumni during various events, a deep connection is created between students, alumni, and the Institute itself. The mission of the Association is to foster strong bonds between alumni, students, and the Institute to keep alumni informed and create a network enabling them to remain engaged with their alma mater and helps to shape their future through the Association's programmes and services.

Core committee of alumni association is established for the smooth working an execution of activities. it suggests the name of some alumni to conduct different activities our alumni are always ready to work as resource person.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni association always act as support system to the college. every year at list two mattings were conducted by alumni association. every year they guide the fresh student the following contribution are made by the alumni-

1. Lecture on Understanding of Children's literature by alumni (Mr. Faruk Kazi) for current batch students on Marathi Rajbhasha Day. (27.02.2021)

2. Workshops on preparation of teaching aids guided alumni with current batch students.

3. Our Alumni Dr. Hemant Gavhane was delivered lecture on 'Marathi Bhasha :Prachar ani Prasar' (Marathi Bhasha SanvardhanPandharwada -

19.01.2021)

4. Alumni actively participated in Planning and implementing stage of National, International Conferences organized by the institute.

Alumni of the college take active part in the above activities as a resource person and experts they motivate student teachers and help in nurturing and furthering special talents.

Every year, alumni of our college take part in 'SamajDin' activities. This year due to Covid -19 pandemic situation government rules, restriction, college was unable to organize "SamajDin" activity on 04.02.2021.

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

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 OF THE INSTITUTION

To prepare the trainees to face the challenges keeping the pace with present era of globalization and e-media as well as to install human values.

MISSION OF THE INSTITUTION

To produce competent, committed, professional teachers and to develop responsible citizens who will work as agents of social change in the emerging global society.

The above stated vision and mission are made known to various stakeholders through the various activities in the college, through the prospectus, website of the institution, digital board, meetings of the College Development Committee (CDC), student Council meeting and meeting with the headmasters and the nodal teachers of the

various practicing schools, and the meeting of Alumni Association, Various committees of the college comprises with the teaching, non-teaching staff, students, parents and other stakeholders. Every activity is planned in such a way that the vision and mission of the institution can be achieved.

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

The administration of the college is decentralized and transparent. The institution recognizes the abilities of its faculty and believes in decentralization of tasks. The Management of the institution i.e., Shri Shivaji ShikshanPrasarak Mandal, Barshi is the overall in charge and looks after the functioning of the institution. The principal leads the institution towards its goals, by planning the activities of the institution, forming committees, gives powers to the committees to work freely. The principal communicates all significant information to all the stakeholders and maintains records of all the functions of the institution. Decisions about the budget, purchasing, maintaining the accounts of all expenditure and preparing the audit report are taken collectively. The principal communicates all the GRS and other notices/information received by the Government, UGC, NCTE, DHE, university etc. immediately. The faculty members enjoy considerable autonomy in carrying out the academic activities. There are various committees formed by the principal for smooth transaction of academic activities in which faculties are included as the secretary and the members. These committees' works independently under the guidance of the principal to plan and execute the different curricular activities.

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

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

The accounts of the college are audited regularly by Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger

and grants received, disbursement of funds, salary payment, payment of allowances such as DA, HRA, CLA, and TA, payments made to the staff as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped.

Academic transparency is maintained by giving the orientation about the syllabus to the students. Syllabus completion is discussed with the student's time to time. The

Faculty members enjoy considerable autonomy in carrying out the academic activities. There are various committees formed by the principal for smooth transaction of

academic activities in which faculties are included as the secretary and the members.

The administrative transparency is maintained by communicating all significant information to the stakeholders and maintains records of all the functions of the

institution. Decisions about the budget, purchasing, expenditure are taken collectively. The principal communicates all the GRs and other notices/information received by

the Government, UGC, NCTE, DHE, university etc. immediately

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

6.2 - Strategy Development and Deployment

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

We have implemented digital and online practices in academic and administrative work in the academic year 2020-2021 due to Covid 19 pandemic situation. During Corona pandemic we conducted the curricular activities only through online mode. We organized and completed all the theory part, workshops and practicums given in the syllabus through digital mode by using Google Classroom, Google Meet, and Zoom platform. Conducting online internship for the students was a real challenge but we successfully executed in the simulation group. Students used Google Meet platform for their practice teaching.

We try to make our administrative work paperless as far as possible. All the notices by the authority are sent via email or WhatsApp. Administrative work (Maintenance of register, ledger etc.), accounting, students record etc. are maintained digitally. All the communication by the institution to the Government, University or other institutions is made electronically. Student's admission and examination related works are done through online mode

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://coebarshi.org.in/naac/spd.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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

The organogram of the institution clearly indicates institutional administrative setup. All the stakeholders actively involved in the institutional functioning. For the purpose of effective and efficient transaction of teaching and learning processes, we have different committees and power and decision-making process has been decentralized. Policies and decisions taken by the institution are discussed with the stakeholders through the meetings of different committees.

All the Teaching and non-teaching staff are appointed as per the rules and regulations laid down by UGC and Government of Maharashtra time to time. We follow all the procedures of appointment such as, permission for filling the posts from the government, wide advertisement at national as well as local level, formation of selection committee by the university etc. Not a single query rules framed by the government and other authority. Our principal immediately brings in the notice of all the staff members about changing rules of the University, Government or similar bodies.

File Description	Documents
Link to organogram on the institutional website	http://coebarshi.org.in/gor.jpeg
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

Our Institution has established College Development Committee (CDC) in accordance with the norms laid down by the Maharashtra University Act, 2016. We regularly organize CDC meetings in the institution. Before the meeting the Institution took permission to complete the academic and administrative work through demand letter to the Shri Shivaji ShikshanPrasarak Mandal, Barshi.

ShikshanPrasarak Mandal, Barshi. approved our demand. All important decisions were taken place through CDC meeting.

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

6.3 - Faculty Empowerment Strategies

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

Our institution has started various welfare schemes for teaching and non-teaching faculty. They are such as GPF, SSPM Credit society, home loan, group insurance., DCPS, Birthday Celebration etc.

A credit co-operative society called Shri Shivaji ShikshanPrasarak Mandal Employs Co-Credit Society Ltd. Barshi of teaching and non-teaching staff is operative at management level to assist its employees to provide financial support. All the staff members are the regular members of the society. The society accepts the fixed deposits, monthly installment for Recurring Deposit and provide loans for various purposes like home-construction, vehicle purchases, wedding, medical treatment, etc. In emergency situation It provides urgent loan from Rs.50000/- . To Rs- 80000/- according to salary. This credit society sanctions a maximum loan of Rs. 3000000/- to its members. Life insurance of Rs. 500000/- of each member is covered by the society.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

10

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

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

The performance appraisal system for teaching staff.

As per the rules laid down by UGC and government of Maharashtra the Performa of teachers' appraisal system developed by the PAH Solapur University, Solapur. All the teaching staff submit their self-appraisal (Annual Self-Appraisal Report) at the end of every academic year. The principal verifies self-appraisal score of the faculty. This Annual Self-Appraisal Report is submitted to the University for the Placement (Promotion) of the faculty members. This appraisal report consists of classes attend by the teacher, examination duties, professional development activities, organization and implementation of co-curricular and extra-curricular activities, research activities, publication etc.

The performance appraisal system for non- teaching staff.

There is no fix format given by the Government or university for the performance appraisal of the non - teaching staff. Our college

prepares confidential reports of all the non- teaching staff at the end of the year and send it to the management for further action

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

6.4 - Financial Management and Resource Mobilization

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

The accounts of the college are audited regularly. The internal auditor appointed by the Management is Statutory Auditor who conducts audit on yearly basis which involves scrutiny of fees, vouchers, cash book, ledger and grants received, disbursement of funds, salary payment, payment of allowances such as DA, HRA, CLA, and TA payments made to the staffs as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also check various circulars and important Government Resolution pertaining to accounts and arrears, bills, UGC grants and utilization certificates in order to ensure complete transparency in the financial procedures followed in the institution. External audit is done by the Joint Director, Higher Education, Solapur Region, Solapur. It is up to the government officials to decide when the audit will be done. External audit from the government is not done regularly (Every Year). Government announces the schedule of the audit and college has to get the audit work completed according to the schedule.

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	No File Uploaded

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

0

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	View File

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.

Institution use different strategies for mobilization of funds. Institution developed different cells/ committees for smooth functioning. All stakeholders demand their requirements in various committees like College Development Committee, Purchase Committee, and Standing Committee etc. In this committee student representative, teacher representative, non-teaching staff representatives share their views about maximum utilization of the available resources. They also demand resources if needed. Stakeholders discussed about requirements and take decisions together. All the funds utilized for the quality improvement of the teaching-learning process.

Resources are utilized according to the needs of the institution.

Funds are available under different heads and the institute utilize in expending under the respective heads. All the resources such as library, ICT lab, Ladies Hostel, College Canteen, ET Lab., Language Lab., Psychology lab, physical education resources such as Gym, Gymkhana, Indoor Stadium, Swimming pool etc. are available for the faculties, students, society and other stakeholders.

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

Our institute has a well-functioning IQAC. IQAC looks after the quality improvement of the institute. At the beginning of the academic year IQAC prepares the annual calendar for curricular and co-curricular activities. It also plans and executes various outreach activities, value added activities, research and other faculty development activities, formation of mentoring groups and assigned the periods for each group to carry forward different activities, skill development activities. IQAC also tries to establish linkages and collaborations with the other agencies and organize activities for the students. Apart from that the Principal regularly conducts staff meeting and takes review of the different curricular and co-curricular activities. It helps and motivates in effective and timely execution of these activities.

There are other committees in the college such as College Development Committee, Standing Committee, Research Committee, Library Committee, Internal Complaint Committee, Staff Academy, Feedback Committee, Placement Cell, Purchase Committee, Students Council, Alumni Association etc. also conducts their periodical meetings and suggest measures for the qualitative development of the institution.

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	View File

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.

IQAC of the institution prepares the annual calendar and reviews the teaching-learning process accordingly. After every meeting, IQAC prepares Action Taken Report based on the resolutions passed in the meeting. This Action Taken Report is presented in the next meeting so that all the members can know about the completion of the work decided in the last meeting. The principal reviews the entire teaching-learning activities by conducting periodic staff meetings. In this meeting a comprehensive review is done. Faculty members present the completion of their departmental work assigned to them. We organize meetings and have effective communication with the nodal teachers and the headmasters of the practicing schools before and during internship programme to know about the successful completion of their internship. After completion of the internship student-teachers present a comprehensive report of what they have done during the internship, what problems they have faced and how they have come out of that is feedback programme "Bol Anubhavanche".

Apart from that; Students are also guided according to their performance in tutorial and sessional work completed by the students.

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

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

10

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://coebarshi.org.in/iqac20.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://coebarshi.org.in/aqar20.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Our college has initiated choice-based credit system (CBCS) for all courses in affiliation with Punyashlok Ahilyadevi Holkar Solapur University Solapur. The faculty of our college are encouraged to participate in National and International programs such as VT Member for NCTE, Webinars, Seminars, Conferences, FDP etc. The students-Teachers are motivated to participate actively in communication skills in English. Academic and Administrative Audit of our college is conducted by our affiliated university and we have got A grade. Our college has conducted special Coaching class for CET appeared students. Our college has initiated faculty and students' enrichment program by organizing Conferences, webinars, Publication of research papers in reputed and peer reviewed journals. Our college has started National Service Scheme (NSS) unit for the holistic development of students- Teachers.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our Institution tries to implement energy conservation policies in the college campus. The main theme is to clean and reliable energy. The honest effort is to increase solar energy production and reduce energy budget. Solar energy is the renewable source of energy. It can be generated throughout the year. Institution has installed solar panels to girl's hostel.

This solar energy project has helped to reduce the need of electricity from MAHADISCOM power grid. Institution has solar water heater plant, solar tube lights and solar street lamps. The solar

water heater plant is operational in girls hostel. Institution has to go for solar energy as this is green energy. Climate of the Solapur is almost hot and dry. It is drought prone area. Bright sunlight is available throughout the year. This helps in maximum solar energy generation.

The campus is open to reduce the use of electricity (fan and light) in the college premises. For this, windows and doors have been planned face to face in the classroom. There is space at the front and back to classroom. Stairs are used instead of elevators in college

Having an emergency generator will allow to keep the necessary appliances running in college.

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

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

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

Our institution has focused the policy of "reduce, reuse and recycle". The Waste Management Store has laid down well-defined procedures to ensure the Waste Management strategy and they are implemented optimally. The Central Store Waste Management has regular monitoring and benchmarking resource of waste generation and the store also evaluates the disposal and collection system in the Campus, regularly. Efforts are always taken to reduce e-waste to maximum with proper maintenance, before moving on to replace & recycle stage.

The Central Store Waste Management system ensures effective disposal methods for Laboratory and Hazardous Wastes generated in the campus and provide training for faculty, students and staff about Waste Management. All these processes are carried out in a very transparent manner with coordination between the members of the organization, the principal and the concerned persons at the central store. Our institution has adopted and followed various policies and

measures for Sound and systematic Waste Management.

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

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

One of the above

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

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

One of the above

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

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

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

Our Institution takes efforts for campus cleanliness and maintenance of the building and all the amenities. The services like house-keeping, Garden maintenance are out sourced.

The cleaning of the campus and sweeping of the classrooms, Laboratories, playgrounds, gymnasium, swimming pool and other amenities is done by the menial staff according to the work distribution. After cleaning of the surrounding the waste is dump in the decomposing unit. Drinking water tanks, water storage tanks are cleaned on scheduled times. Electronic equipment, furniture and other infrastructure is always kept clean and functioning. The computers and other hardware, software is taken care by annual maintenance contracts.

The security guard post is at the main gate. All staff have taken their vaccines concern COVID-19 at proper time. All greenery is maintained by watering the plants daily. Plants are frequently fustigated. Institution has planted more than 100 trees. All trees are native, sustainable to dry environment still having dense canopy. Dustbins are kept all over premises. There is separate parking for staff and students. Plastic free campus is observed in the institutional campus. Eco- friendly atmosphere is followed in the campus. So our institution has always motivated to keep cleanliness, green cover and healthy environment.

Cloth bags or paper files are used instead of plastic bags and files for storing college documents.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

0

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

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

Every year institution puts forth efforts leveraging local environment through various practices and activities, but due to covid-19 pandemic situation in the academic year 2020-21 it was difficult to visit various places.

The college and its teacher and staff jointly organized online programs and activities. But due to Corona pandemic period as a part of M.Ed. curriculum students created a project using the internet and unit to complete their work given in Semester fourth elective

paper Environment Education. The students collected information regarding absorption pit and turn the water over and pour the water. Students prepared online information to collect the necessary knowledge regarding the above mentioned projects. Accordingly they got valuable information related to absorption pit and turn the water over and pour the water.

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

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	View File
Any other relevant information	View File

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 Practices:

1. Title of the practice:

"Organization of Webinar during Lockdown Period"

o The Practice:

Due to covid-19 pandemic period our institute conducted State, National and International webinar.

Among the webinars organized by the college are 1 International level, 5 national level, 2 State level These webinars were conducted through online platform such as ZOOM, and You-tube channel

1. Title of the Practice:

"Yoga is the Best Way to Healthy and Fitness "

To live through this lockdown and Pandemic period yoga is the best thing to adopt as life style habit so our institute gave practice as bellow

o The Practice

1. To guidance about Physical and Mental health on the Sports day.
2. The physical department conducted online national webinar Role of Yoga for maintaining mental health in COVID 19.
3. Lecture on Yoga's incorporation of meditation and breathing can help improve a person's mental well being
4. Guidance on Regular Yoga a practice created mental clarity and calmness, increase body awareness, relives attention and sharpness.
5. Dr. Mamanth Gharote Director of Yoga centre, Lonavala who was the resource person of this webinar.
6. Online Yoga training for women.
7. Physical Education department celebrate Yoga day.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The vision of College of education, Barshi is imparting quality education in teacher education for inculcating national values. The institution takes initiatives to empower the non teaching faculty members by providing the opportunities to work collectively and extensively with various universities, colleges on various responsibilities.

Non teaching staff has a significant role to play in making distance education programmed and the institutions a success. They have to undertake a wide range of activities related to course development, course delivery and course implementation including student support service so the institutes conducted the national workshop for administrative staff.

Activities for non teaching Faculty Empowerment.

1. Organized professional development activities as national level workshop.
2. The main theme of the workshop was encouraged to Administrative Staff.
3. Information on the contribution of government employees in the development of institutions and colleges.
4. Conduct the lecture on 'Role of Administrative Staff in Credit Assessment'
5. Conduct the lecture on 'Right to Information'
6. Conduct the lecture on 'Daily Administrative Work and Stress Management'.
7. Conduct the lecture on the role of non-teaching staff in day to day work.
8. The administrative staff of various universities was invited as resource persons.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File

NAAC