



YEARLY STATUS REPORT - 2023-2024

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)	9527170461
• Mobile (IQAC)	9527170461
• IQAC e-mail address	vishnu.shikhare@gmail.com
• Alternate e-mail address (IQAC)	vishnu.shikhare@gmail.com
3.Website address	http://www.coebarshi.org.in
• Web-link of the AQAR: (Previous Academic Year)	http://coebarshi.org.in/aqar22.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/academic.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
Cycle 3	A	3.04	2023	25/11/2023	24/11/2028

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/PMMMNTT 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 NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
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? 	Yes	
<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)		
<p>IQAC of our college motivated to develop competency of effective communication among students through several activities such as online and offline workshop and webinar sessions for effective communication, simulated sessions & school internship 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>IQAC of our college 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, for B.Ed., and B.P.Ed. Student-teachers. Meri Mati Mera Desh was organized effectively. College of Education, Barshi, Lions Club Barshi Town Tejaswini, and AYUSH Institute for Addiction Management, Barshi jointly conducted Drug free youth campaign on 1st and 2nd September 2023. Rangoli, oratory, slogan and poster competitions were organized in this campaign. College of Education Barshi and Punyashlok Ahilya Devi Holkar Solapur University Solapur Organized a campaign through National Service Scheme on "Youth Passion Village - City Development" at Mauje Uplai Thonge Taluka</p>		

Barshi District Solapur from 8th January 2024 to 14th January 2024. Our Faculty Dr. M.S.Disale has worked as a Programme Officer for NSS.

IQAC of our college always tried to motivate to our students to participate in cultural activities and 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. Our college has organized different cultural activities such as celebration of various days, 15th August, Birth and Death anniversary of National personalities, Teacher Day, National Sports Day, Library Day, Meri Mati- Mera Desh, Hindi Day etc. during the months. Our College organized Meri Mati Mera Desh activity on the occasion of Amrit Mahotsav of Independence from 9th Aug to 15th Aug 2023. Plaque erection, Veron ka Naman, Flag hoisting and national anthem were the activities organized during the session.

College has extended modern based physical, academic and support facilities such as 400 meters Track, College office, Principal Office, IQAC room, Multipurpose Hall during the academic year 2023-24.

IQAC of our college organized the National Webinar on the topic "Use of Non-Conventional Energy Source" on Sunday 30th July, 2023 as per the theme and the activity suggested by NCTE, New Delhi. The webinar was organized on the occasion of Azadi Ka Amrit Mahotsav 2.0 celebrations. The IQAC of our College conducted a one day National Webinar on Inclusive Education in context with NEP 2020 on 30th August 2023 in collaboration with NCTE New Delhi. College of Education, Barshi organized the National Webinar on the topic "EMPHASIS OF NEP-2020 ON INCLUSIVE EDUCATION" on Wednesday 30th August, 2023 as per the theme and the activity suggested by NCTE, New Delhi. The national webinar was organized on the occasion of Azadi Ka Amrit Mahotsav 2.0 celebrations. As the programme schedule of NCTE, EMPHASIS OF NEP-2020 ON INCLUSIVE EDUCATION was the theme for the month of August, 2023.

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	IQAC of our college encouraged and facilitated to undergo self-study online courses during the academic year 2023-24 for B.Ed., B.P.Ed., M.Ed., and M.P.Ed. Student-teachers.
Obtain structured feedback on the curriculum	IQAC of our college 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 IQAC of our college conducted the orientation of students for the admission of various courses. It was conducted through whatsapp group, facebook and other sources for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. programmes. We have got high response from in each programme. We have enrolled 55 for B.Ed., 93 for B.P.Ed., 33 for M,Ed, & 33 for M.P.Ed. Programmes for the concerned academic year.
Adopt Multiple mode approach to teaching-learning by teachers	IQAC of our college informed to teachers to adopt Multiple mode approach such as blended, online through Google Meet, ZOOM; Google classroom to teaching-learning for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. programmes.
Motivate students using ICT support for learning	IQAC of our college motivated students to use ICT supports such as mobile-based learning, online material, learning apps

	etc. for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. Student-teachers.
Develop Competency of effective communication among students	IQAC of our college motivated to develop competency of effective communication among students through several activities such as online and offline workshop and webinar sessions for effective communication, simulated sessions & school internship for practicing communication in different situations, participating in institutional activities as 'anchor', 'discussant' Classroom teaching learning situations along with teacher and peer feedback.
Undertake School Internship	IQAC of our college conducted School Internship Programme. It was conducted at school level. The IQAC of our College has conducted school internship programme for B.Ed. II Sem III students from 15th Sept to 27th Sept 2023 at school level. The school Internship activity for Sem II & IV was conducted from 12/02/2024 to 24/02/2024 at different schools. Our Faculties Dr. M.V.Mate and Dr. P.A.Patil have worked as Coordinators for the School Internship.
Motivate Students to participate in extension and outreach activities	IQAC of our college 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, for B.Ed., and B.P.Ed. Student-teachers. Meri Mati Mera Desh was organized effectively. College of Education, Barshi, Lions Club

	<p>Barshi Town Tejaswini, and AYUSH Institute for Addiction Management, Barshi jointly conducted Drug free youth campaign on 1st and 2nd September 2023. Rangoli, oratory, slogan and poster competitions were organized in this campaign. College of Education Barshi and Punyashlok Ahilya Devi Holkar Solapur University Solapur Organized a campaign through National Service Scheme on</p>
<p>Organize Cultural activities and competitions</p>	<p>IQAC of our college always tried to motivate to our students to participate in cultural activities and 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. Our college has organized different cultural activities such as celebration of various days, 15th August, Birth and Death anniversary of National personalities, Teacher Day, National Sports Day, Library Day, Meri Mati- Mera Desh, Hindi Day etc. during the months. Our College organized Meri Mati Mera Desh activity on the occasion of Amrit Mahotsav of Independence from 9th Aug to 15th Aug 2023. Plaque erection, Veron ka Naman, Flag hoisting and national anthem were the activities organized during the session.</p>

Conduct research colloquia	The IQAC of our College conducted research colloquia i.e. Ph D Sixth monthly Progress Report for Ph.D, research scholar in Physical Education on 22/07/2023. Our College has organized RAC meet for Ph.D. research scholars for the presentation of six monthly progress report on 17/01/2024.
Enrich Library as a Learning Resource	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.
Develop ICT Lab as a Learning Resource	Our college has well-equipped ICT lab. We have purchased different soft wares for ICT lab. Internet connection is available in our ICT lab.
Extend Physical, academic and support Facilities	College has extended modern based physical, academic and support facilities such as 400 meters Track, College office, Principal Office, IQAC room, Multipurpose Hall during the academic year.
Organize Sports activities and tournaments	IQAC of our college organized activities of sports for student-teachers.
Organize Alumni Meet	The Alumni gathering of D T Ed course from academic year 2011-13 was decided to meet on Friday 17th May 2024 at College of Education Barshi.
Felicitate Faculty, Students and Non-teaching	IQAC of our college felicitated Faculties, Students & Non-teaching of our college who have received awards, recognition, fellowships at State, National,

	<p>International level from Government, recognized bodies during the year. The Faculties of our college were felicitated by CDC for the A Grade by NAAC and awards of Best Teacher for Prin.Dr.S.S.Gore, Dr.V.P.Shikhare, Dr.M.S.Disale, Dr.R.A.Furade, Smt.S.S.Survase and Dr.L.I.Rathod.</p>
Introduce Welfare Scheme	<p>IQAC of our college introduced Welfare Schemes for teachers, non-teaching. College has introduced Welfare Schemes for students.</p>
Organize Webinar & Seminars	<p>College of Education, Barshi organized the National Webinar on the topic "Use of Non-Conventional Energy Source" on Sunday 30th July, 2023 as per the theme and the activity suggested by NCTE, New Delhi. The webinar was organized on the occasion of Azadi Ka Amrit Mahotsav 2.0 celebrations. The IQAC of our College conducted a one day National Webinar on Inclusive Education in context with NEP 2020 on 30th August 2023 in collaboration with NCTE New Delhi. College of Education, Barshi organized the National Webinar on the topic "EMPHASIS OF NEP-2020 ON INCLUSIVE EDUCATION" on Wednesday 30th August, 2023 as per the theme and the activity suggested by NCTE, New Delhi. The national webinar was organized on the occasion of Azadi Ka Amrit Mahotsav 2.0 celebrations. As the programme schedule of NCTE, EMPHASIS OF NEP-2020 ON INCLUSIVE EDUCATION was the</p>

	theme for the month of August, 2023.
Reaccreditation by NAAC	Our College is reaccredited by NAAC Peer Team in the month of November 2023. Our college has achieved A grade with 3.04 CGPA by NAAC in 3rd cycle. It is a proud moment for us. Our Faculty Dr. V.P.Shikhare worked as a IQAC Coordinator.
Organize Environmental Consciousness and Sustainability programmes	IQAC of our college organized different activities for inculcating Environmental Consciousness and Sustainability such as Plantation, Clean campus, Swachha Bharat, Social service, NSS Special Camp etc.
Publish Reference Books and Research Papers	IQAC of our college always motivated to our Faculties for the publication of reference books and research papers on the topics in higher education and teacher education. Total 04 Faculties have published reference books 29 Chapters in Books. All Faculties have published research papers at national and international journals. Total 29 research papers are published during the academic year.
Motivate Faculty to attend professional development programmes	IQAC of our college 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 05 Faculties were participated in professional development online programmes during the academic year
13. Whether the AQAR was placed before	Yes

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
College Development Committee	03/12/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023-24	23/12/2024
15. Multidisciplinary / interdisciplinary	
<p>Our college is situated in semi-urban area. The maximum students are from rural area. We run B.Ed., B.P.Ed., M.Ed. and M.P.Ed. courses. We organize online activities of sports for student teachers. B.Ed. student-teachers also study Physical Education activities in the course. Our institution has always focused on the holistic development of its students. NEP 2020 has given broader aspects to the institution. The institute has since the past several years highlighted the multidisciplinary nature of the teaching Education and Physical Education courses as well as open university courses through its curricular and co curricular activities. The institution has mechanism to enhance student's skills alongside the existing curriculum. Some of them are Stress Management, Art of Public Speaking, Gym Instructor, Entrepreneurship and Education and Action Research. Community engagement and service is conducted through NSS unit. Environmental Education is imparted through practical programmes like plantation, social service, Expert Talks, Observance of Environment Day, Geography Day etc. The institution places a high value on research through university approved research center. Having organized an International Conference on Emerging Trends of Higher Education in Post Covid World, Expert Talk on women empowerment, language development, yogic exercises are concrete steps taken by the college to engage in more multidisciplinary research endeavors in an attempt to deal with pressing issues and challenges in the field of education, physical education and the society at large. The college organised a series of Expert Sessions on NEP 2020.</p>	
16. Academic bank of credits (ABC):	
We have conducted orientation of students to create ABC id for	

further benefit of students regarding academic progress as per the guidelines of Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The students have supported well.

17.Skill development:

Our college has adopted skill oriented courses for B.Ed., B.P.Ed., M.Ed. & M.P.Ed. courses through PAHSU Solapur. The skill oriented courses such as Art of Public Speaking, Stress Management, Technology Embedded Teaching, Entrepreneurship and Education, Gym Instructor etc. are organized by the college. Through International Day of Yoga, our institute has conducted workshop. Our college aims to promote education and physical education through skill oriented courses

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

We have 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. The student-teachers were actively participated. IQAC & ICC organized different programs related to Women empowerment. It has always tried to motivate to our students to participate in cultural activities and competitions. Our college has organized different cultural activities such as celebration of various days, 15th August, Birth and Death anniversary of National personalities, Teacher Day, National Sports Day, Library Day, Azadi Ka Amritmahotsav, Hindi Day etc. during the months. 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, for B.Ed., and B.P.Ed students. Mazi Vasundhara Abhiyan & Fit India Freedom Run Plantation program were organized on the occasion of the birthday of B.Ed. student-teacher. Department of National Service Scheme of our college has organized different day celebration, Mahatma ki Mahima Programme, Kaumi Ekta Week, National Voter Day, Human Rights Day, Mathematics Day, National Youth Day, Geography Day etc. The celebration of Hindi Diwas, Marathi Diwas, National science Day, National Mathematics Day, Geography day as well as Mother Language Day are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. These are key cocurricular activities that serve to enhance

students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode. Skill based Course on Yoga conducted in three sessions for Wellness.

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

We have conducted School Internship Programme for B.Ed. II Semester IV student-teachers from 15/09/2023 to 18/10/2023. It was conducted in the five schools in Barshi City i. e. Sadhana Kanya Prashala Barshi, Jijamata Vidyamandir Barshi, Model Highschool Barshi, S. H. N. N. Shah Kanya Prashala Barshi and Seth Agarchand Kunkulol High School Barshi. Total 126 Student-teachers were participated in the program. Our college has conducted the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings which comprised of the various stakeholders including directors of our mother institute, university authorities, teachers, students, employer, school principals and teachers, practice teaching school as well as alumni. The finalized outcomes are communicated through the teacher orientation meetings.

20.Distance education/online education:

We have adopted Multiple mode approach such as use of online app through Google Meet, Microsoft Team, ZOOM to teaching-learning for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. Courses. It has encouraged and facilitated to undergo self-study online courses during the months for B.Ed., B.P.Ed., M.Ed., and M.P.Ed. Students. It has motivated using ICT support such as mobile-based learning, online material, learning apps etc. for learning for B.Ed., B.P.Ed., M.Ed. and M.P.Ed. students. Our college offer YCMOU Courses such as DSM and M. A. in Education subject through Open Education.

Extended Profile

1.Student

2.1	340
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	506
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	186
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	126
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	108
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	214
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	76.18870
4.2 Total number of computers on campus for academic purposes	56
3.Teacher	
5.1	25

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	28	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Curriculum helps to improve quality of all activities. After analyzing the feedback on curriculum suggestions from stakeholders are taken into consideration and as per suggestions, HOD put up all the suggestions in meeting it follows to make few changes. All minor changes are converting to BOS of all Punyashlok Ahilyadevi Holkar Solapur university Solapur faculty Chairman and members of BOS of Punyashlok Ahilyadevi Holkar Solapur University. As per guidelines of university, College IQAC and the CDC academic calendars are prepared for achieving our goals, objectives Academic calendar shows roadmaps of academic and non academic activities which indicates course activities, internship, assessment co- curricular activities, enrichment program, value added courses, self study courses; sports activities field visit, practicum as well as theoretical part. All exams conducted as per planning.</p>		

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

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

A. All of the above

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

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://coebarshi.org.in/naac/poco.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

29

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

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

04

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

04

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

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

131

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

131

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	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

92

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

92

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

1.3 - Curriculum Enrichment

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

By enriching all activities with the help of Co-Curriculum courses

and additional personality development courses we achieve goals of Institution. With the help of sister Institute and NGO are implement orientation speech motivational speech which Develop personality of student. According to Sessional work assigned to student's faculty suggest to complete self study courses of various platform of social media.

As there practical of creativity and personality development and cultural activity, through these practicum skills of co-operation and collaboration develops social skills, we organize social service activities, National service scheme (NSS) activities, which foster their communication and collaboration. Transaction of knowledge of childhood and growing-up, inclusive education, guidance and counseling and related to testing of IQ awareness about emotional intelligence. For the student teacher all round development we organize practical oriented different activities such as psychological experiment and interviews also.

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

Familiarization of diversities in school system in India as well as in an International and comparative perspective.

Diversity in school system in India as well as in an international and comparative perspective to theoretical concept and guest introduce student about diversities in school system in India. By organizing School visit students were familiarity with various School curriculums. H. M of the school clarify about queries raised by student teacher. Types of schools medium of instructions in scheme as well as various boards' vs. State Board CBCS ICS are also

informed through PPT and smart board.

Student-teachers are also asked to prepare profile of school student, while preparing this profile they conduct interview with school student, through teaching of Inclusive school student teachers are indirectly know about types of schools under various boards. In this way student teacher were actively participated in school internship program.

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

Professionally relevant understanding and consolidate these into professional acumen

Provision of curricular experience to understand and consolidate accurate.

Engaged in various activities as per curriculum and extra activities. Practicing School and cultural activities they were mind professional. Implementation of practical and other competitive activities of sports they gain field experience. Conduction of projects and assignments with the help of schools and Society encourages student teacher for developing confidence on a teacher.

The student teachers are given opportunities to teach the specialization games as per the demands of our sister Institute and the other schools also in there groups of teaching practices they are given the opportunities to develop the knowledge and skills.

Through giving the opportunities in their mentoring group to organize different academic cultural programs, through teaching practices the communication skills are being developed. Organizing

workshop of yoga, mental intelligence, critical thinking skill, are developed through organizing sports events of intramural and Inter Collegiate level. In this way student teacher participated all cultural program inthustically.

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

1.4 - Feedback System

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

All 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, action taken and available on website

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

340

2.1.1.1 - Number of students enrolled during the year

214

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

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

93

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

72

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

38

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

38

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

2.2 - Honoring Student Diversity

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

The entry level assessment is conducted by two different ways. It is conducted by State Government and College level.

1. State Government Level- 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. The syllabus of CET is according to concerned courses. The whole admission process is based on CET merit.
2. College level: Our college conducts innovative programs for the entry level assessment of the students. It includes oral and written format. The teachers discuss orally with the students and identify their interest and approaches. Our college has prepared a written format to identify the areas of interest of our students. Both ways are regularly conducted.

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

25

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.

Multiple Mode Approach To Teaching Learning Adopted By Teacher

Our College adopts various and multiple modes of teaching-learning as student-teachers centric methods for enhancing quality of learning experiences 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 co-curricular 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 certificates are also given to student-teachers for encouragement. It is mandatory for the student-teachers of U.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, brain storming sessions and problem solving sessions with his mentee students to enhance learning experiences. Projects are assigned to group of U.G. and P.G. student-teachers and the activity is monitored by the project supervisor.

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

25

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://coebarshi.org.in/naac/icctt.pdf
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

340

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	https://coebarshi.org.in/naac/icts.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

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 plays 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 college 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)

Seven/Eight of the above

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

<p>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</p>	<p>Ten/All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 860 549 922">File Description</th> <th data-bbox="549 860 1471 922">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 922 549 985">Data as per Data Template</td> <td data-bbox="549 922 1471 985">View File</td> </tr> <tr> <td data-bbox="86 985 549 1093">Reports and photographs / videos of the activities</td> <td data-bbox="549 985 1471 1093">View File</td> </tr> <tr> <td data-bbox="86 1093 549 1236">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="549 1093 1471 1236">View File</td> </tr> <tr> <td data-bbox="86 1236 549 1335">Documentary evidence in support of each selected activity</td> <td data-bbox="549 1236 1471 1335">View File</td> </tr> <tr> <td data-bbox="86 1335 549 1406">Any other relevant information</td> <td data-bbox="549 1335 1471 1406">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	View File	
File Description	Documents												
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Attendance sheets of the workshops / activities with seal and signature of the Principal	View File												
Documentary evidence in support of each selected activity	View File												
Any other relevant information	View File												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</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

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

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

Our College has strong mechanism of internship program:

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, student's strength, availability of schools etc.

2) Orientation to school principal/teachers-: We communicate to 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.

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.

5) The Streamlining mode/s of assessment of student performance-: The practice lesson and activities are observed and assessed by the teacher educator and school teachers.

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

126

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

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

Seven/Eight of the above

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

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

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 principles give proper cooperation. All the activities are informed and reported to the school principles 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 i.e. Bol Anubhavanche..

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

Four 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

25

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

13

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

14

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

341

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. Inhouse discussions on current issues : We organize In house 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.

3. **Research Workshop:** The teachers of our college conducts expert lecture for Ph.D. Course work students through online mode.

4. **Paper publication:** The teachers of our college publish research paper at national and international level journals.

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

2.6 - Evaluation Process

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

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.

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 as per our University.

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

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

Five of the above

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

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

Our college has a strong mechanism of Grievance Redressal. It is conducted through following ways-

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism. The Principal and Exam in charge regularly monitors the functioning of exams and internal assessment.

- University exam timetable is informed to students as soon as it is received and even communicated through notice board and WhatsApp group.
- Issues resulting in University exams are informed to the University through an email and handwritten letter. If the college student facing issues in other centers for examination the same is reported to the University and the respective college Principal.
- University decision or information, after resolving the grievances is intimated immediately to the exam.
- The revaluation is applied for answer scripts and the re-evaluated marks can be obtained during the announcement of revaluation results of the same semester

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.

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

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 conducts internal evaluation as per university guidelines.

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:

Theory related practical, Tutorial, Assignments, Practice teaching and school internship, Enhancing Professional Capacities., Other Practical's, Ground Practical's, Physical Education Lessons, Coaching Lessons., Seminars, Report writing and Dissertations. Etc.,

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

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the stated PLOs and CLOs -:

A) B. Ed Program (UG):

The B. Ed. curriculum comprises three broader areas:

- _ Perspectives in Education
- _ Curriculum and Pedagogic studies
- _ Engagement with the field

B) B.P.Ed., Programme (UG):

B.P.Ed program 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.

C) M.Ed. Program (PG):

It focuses on-

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.

D) M.P.Ed. Program (PG):-

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.

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 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.

The General Objectives of B.P..Ed. Course are

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.

The General Objectives of M.Ed. Course 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.

The General Objectives of M. P. Ed. Program are:

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.

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

103

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

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

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

1. Our college has a proper mechanism of assessment. We try to assess the performance of students on various assessment tasks. It helps to reflect how far their initially identified learning needs are catered to.
2. 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.
3. There are theory and practical oriented tasks and assignments in the different programmes.
4. All the academic, cultural and sports activities are conducted throughout the year.
5. There is an in house system for it. The learning needs of students are identified and remedies and other activities are provided.
6. 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

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://coebarshi.org.in/naac/sss23.pdf>

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

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File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

00

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Two of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
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

Two 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	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

website during the year

29

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	View File

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

33

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

08

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

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

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

1073

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

911

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

911

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

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

Vishesh Shram Sanskar Camp,

Upalai Thonge 08 to 14 January 2024

Vishesh Shram Sanskar Camp at the adopted village of Uplai (Thonge) Tal. Barshi from 08th to 14th January 2024. The NSS volunteers conducted village and household survey of the villages and organized gram panchayat meeting. Accordingly, NSS volunteers along with village community of Uplai took up the issues of the Cleanness of village, awareness about Environment, tree plantation Lecture & Demonstration, Organization of Activities, Spoken English, Yoga Training, Water Literacy & Management, Health Check-up Camp, Problems Faced by teenage girls, Blood donation camp, haemoglobin check-up, Economic Literacy Awareness Program, The NSS volunteers also organized Swachhtha rally and gave information on various themes like save water, alcoholism, gambling, Swachhtha and environment conservation etc. in the villages of Uplai (Thonge).

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

05

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

3.4 - Collaboration and Linkages

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

year	
18	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
18	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
09	
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	View File
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has providing best possible infrastructure to create effective teaching-learning environment through extensive use of physical facilities.

Classrooms: There are total 08 numbers of well-equipped classrooms with technology based facilities in college. All classrooms have provision of ICT facilities for effective teaching-learning and sufficient number of lights and fans.

Various Labs: Various labs like ICT lab, ET lab, and Language lab are well-equipped with latest equipment and required software's. The ICT lab has 22 networked computers with internet connectivity whereas language lab has 10 computers with ODL software. Moreover, College has well equipped ET with latest technological aids for students.

Library: Library is partially computerized with LIBMAN Software having adequate collection of print resources & electronic resources. Library provides web OPAC facility to search the library books over internet and also M-OPAC facility over Smartphone.

Sports Complex: College has adequate sports facilities including swimming pool, indoor stadium, 400 mtr track and various playgrounds. College has spacious playground which is used by students to practice and play various outdoor games. College has spacious Indoor Stadium where various tournaments are organized round the year.

The college has also providing supplementary facilities like

canteen, ladies hostel; parking facility etc

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities****08**

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	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**37.66474**

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	View File

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. Library provides web OPAC facility to access library resources from anywhere and on any device with Internet connectivity. The link of the web-OPAC facility is given on college website under library homepage. In addition, library also provides M-OPAC facility (smartphone app) which allows user to search the library collection over smartphone. The M-OPAC app is available on Google play-store. Library users can download the app and register themselves as a borrower member of the college. In the present year i.e. 2023-24 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	View File

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

College of Education Library is a member of INFLIBNET N-LIST programme since 2010 and has providing remote access to the e-resources under N-LIST programme. Registered users from college can log on to on N-LIST homepage for accessing N-LIST e-resources. Once logged-in successfully, the list of e-resources subscribed under N-LIST are displayed. Users can access the e-resources remotely from anywhere through individual registered user id and password. In addition library provides web OPAC facility to search the library resources from anywhere and on any device with Internet connectivity. The link of the web-OPAC facility is given on college website under library homepage. Moreover, library also provides the M-OPAC facility which allows user to search the library collection over Smartphone. The M-OPAC app is available on Google play-store. Library users can download the app and register themselves as a borrower member of the college. Further 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	View File

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

All 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	View File

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

0.69831

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

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

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working

days) during the academic year

854

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	https://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

All of the above

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

4.3 - ICT Infrastructure

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

The institution has well established IT facilities and has well established mechanism for upgrading ICT to ensure effective teaching-learning process. College has adequate number of computers with proper internet connectivity, printers, scanners, LCD with projector

to help students and faculty to carry out academic activities effectively and efficiently. The College has one computer Laboratory with requisite numbers of computers and these computers are made accessible to the students to instill the ICT skills in them. The campus is provided with Reliance Jio Wi-Fi facility on no loss no profit basis. Library is partially automated with LIBMAN Software and provides web OPAC facility to search library resources over internet. In addition, library also subscribed M-OPAC app which allows user to search the library collection over smartphone. The office administration is partially automated by using Saams software. Website of the college is administered and updated regularly. The information related with Academic, Administrative, Admissions, Courses, Faculties, circulars etc are available on college website. The entire campus is monitored through CCTV cameras. The college has purchased the zoom license for online sessions. The college has a YouTube Channel with more than 700 subscribers and live recorded sessions.

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

9:1

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

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.coebarshi.org.in/elv.mp4
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://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)

38.52396

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

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

The college has well-defined Policy and Procedure for maintenance of infrastructure and facilities and its utilization. The college has formed various committees that regularly monitors and evaluate the requirement of maintaining physical, academic and support facilities for smooth functioning. The college campus is maintained by the college development committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained on daily basis. The regular maintenance and cleaning of classrooms, laboratories, toilets, library etc. are done by supporting staff that are made available during day time in all days. All the labs are well equipped and maintained regularly without disturbance to the academic schedules. The in-house maintenance and repairs are addressed by the respective department. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Regular maintenance and proper utilization of sports facilities is done under the guidance of experts from physical education department. In annual budget the budgetary provision has been made for maintenance of physical, academic and support facilities.

File Description	Documents
Appropriate link(s) on the institutional website	https://coebarshi.org.in/cr4/442.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>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</p>	<p>Five fo the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="555 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 719 550 779">Data as per Data Template</td> <td data-bbox="555 719 1471 779">View File</td> </tr> <tr> <td data-bbox="86 786 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="555 786 1471 958">View File</td> </tr> <tr> <td data-bbox="86 965 550 1099">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="555 965 1471 1099">View File</td> </tr> <tr> <td data-bbox="86 1106 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="555 1106 1471 1205">View File</td> </tr> <tr> <td data-bbox="86 1211 550 1272">Any other relevant information</td> <td data-bbox="555 1211 1471 1272">View File</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th data-bbox="555 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 719 1471 779">View File</td> </tr> <tr> <td data-bbox="555 786 1471 958">View File</td> </tr> <tr> <td data-bbox="555 965 1471 1099">View File</td> </tr> <tr> <td data-bbox="555 1106 1471 1205">View File</td> </tr> <tr> <td data-bbox="555 1211 1471 1272">View File</td> </tr> </tbody> </table>	Documents	View File	View File	View File	View File	View File
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Photographs with date and caption for each initiative	View File																		
Any other relevant information	View File																		
Documents																			
View File																			
View File																			
View File																			
View File																			
View File																			
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 1615 550 1675">File Description</th> <th data-bbox="555 1615 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1682 550 1742">Geo-tagged photographs</td> <td data-bbox="555 1682 1471 1742">View File</td> </tr> <tr> <td data-bbox="86 1749 550 1809">Any other relevant information</td> <td data-bbox="555 1749 1471 1809">View File</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File	<table border="1"> <thead> <tr> <th data-bbox="555 1615 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 1682 1471 1742">View File</td> </tr> <tr> <td data-bbox="555 1749 1471 1809">View File</td> </tr> </tbody> </table>	Documents	View File	View File									
File Description	Documents																		
Geo-tagged photographs	View File																		
Any other relevant information	View File																		
Documents																			
View File																			
View File																			
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p>	<p>A. All of the above</p>																		

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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 Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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
22	108

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	View File

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).****33**

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	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**25**

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	View File

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-2023-2024,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. But at the institutional level, we formed the student council by following the guidelines laid down by the University. Various responsibilities are distributed in all student council members, like General Secretary, DGC, and Heads etc. for planning and execution of various activities in the college. Curricular and extracurricular activities represented in planning and execution of the program.There suggestions and advised where considered in planning the activities the activities i.e.,-Independence Day Celebration, Teachers Day, Sports activities, Career Guidance, Anti Ragging Campaign, Yoga Workshops, 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 conduction 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

44

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

Alumni association (Duly formed and registered) COED Barshi.-

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. Alumni association always takes part for motivating and freshly enrolled students. 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

Five/Six 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

02

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 Act:-

Alumni association always acts 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 Competitive Examination and career guidance by alumni (Mrs. Neeta Shrishrimal & Mrs. Kavita Dhavane) for current batch students. (05.09.2023)
2. Workshops on preparation of teaching aids guided alumni with current batch students.
3. Our Alumni S. A. Vedpathak was delivered lecture and demonstration on 'Yoga Practice (One Week Workshop on yoga -15-21 June 2023)
4. Our Alumni Mr. Viram Takale was delivered lecture on 'Importance of positive Thinking for Achievement of Goal in Life' (Teachers Day on 05.09.2023)
4. Alumni actively participated in Planning and implementing stage of National, International Conferences organized by the institute.
5. Workshops on Youth & Leadership Development guided alumni with current batch students.(12.01.2024)
6. SWEEP- ELC program various awareness activity organized with our

Alumni Association. (Jan.-April 2024)

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 'Samaj Din' activities. Our college organizes "Samaj Din" activity on 04.02.2024 on the occasion of Let Karmveer Dr. Mamasahab Jagdale Birth Anniversary.

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.

The vision and mission of the College of Education in Barshi aim to prepare trainees to meet the challenges of globalization and e-media while instilling human values. The mission focuses on producing competent, committed, and professional teachers and developing responsible citizens who act as agents of social change in the global society.

To ensure that these vision and mission statements are well-communicated to all stakeholders, the college utilizes multiple channels. These include the college prospectus, the institution's website, digital boards, and various meetings. Key gatherings such as the College Development Committee (CDC) meetings, Student Council meetings, and discussions with headmasters and nodal teachers of practicing schools are instrumental in disseminating these core values. Additionally, the Alumni Association meetings and various college committees, which include teaching and non-teaching staff, students, parents, and other stakeholders, play a vital role in reinforcing the vision and mission.

Every activity and initiative undertaken by the college is

strategically planned and executed to align with and achieve the stated vision and mission. This comprehensive approach ensures that the institution's goals are embedded in its culture and operational practices, fostering an environment that supports educational excellence and social responsibility.

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

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

The College of Education in Barshi, implements decentralization and participative management to enhance decision-making and ensure active involvement of all stakeholders. Each department—Education (B.Ed & M.Ed) and Physical Education (B.P.Ed & M.P.Ed)—operates through departmental committees that include faculty, students, and administrative staff.

These committees are entrusted with the authority to make decisions on various aspects such as curriculum design, research activities, and student services. Regular meetings and open forums are conducted to gather input from all members, promoting a collaborative environment. This decentralized approach allows for swift and effective decision-making, tailored to the specific needs of each department.

Participative management is reinforced by encouraging faculty and students to contribute to policy formulation and strategic planning. Feedback mechanisms are established to ensure that the voices of all stakeholders are heard and considered. This inclusive process fosters a sense of ownership and accountability, driving continuous improvement and innovation.

Overall, the College of Education in Barshi successfully leverages decentralization and participative management to create a dynamic,

responsive, and inclusive educational environment.

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 College of Education in Barshi is committed to upholding transparency across its financial, academic, administrative, and other functions. To ensure financial transparency, the institution conducts regular audits and publishes financial statements, which are accessible to all stakeholders. Budget allocations and expenditures are discussed openly in meetings, promoting accountability.

Academic transparency is maintained through clear communication of policies, evaluation criteria, and academic performance metrics. Students and faculty have access to academic records, syllabi, and course materials through an online portal. Regular feedback sessions and open forums allow for the exchange of ideas and address any academic concerns.

Administrative transparency is achieved by involving faculty and students in decision-making processes. Important administrative decisions, policy changes, and strategic plans are communicated promptly through official channels, ensuring everyone is informed and engaged.

The institution also ensures transparency in other functions by fostering an inclusive and participatory environment. Regular meetings, reports, and updates on various activities are shared with the community, reinforcing a culture of openness and trust. Through these efforts, the College of Education in Barshi ensures that transparency is an integral part of its operational ethos.

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

The institutional Strategic/ perspective plan is effectively deployed

In the Education and Physical Education departments, the college's strategic plan is meticulously crafted to enhance academic quality and professional competence. The strategy focuses on holistic development, integrating both academic excellence and physical well-being.

The deployment begins with a comprehensive needs assessment to identify key areas for improvement. This involves feedback from stakeholders, including faculty, students, and industry experts. Based on these insights, the college formulates specific objectives and action plans, emphasizing innovative teaching methodologies, curriculum enrichment, and infrastructure development.

The strategy prioritizes faculty development through regular training sessions, workshops, and seminars, ensuring that educators remain abreast of the latest advancements in their respective fields. Additionally, the college invests in state-of-the-art facilities and resources to create an enriching learning environment.

Furthermore, the strategic plan emphasizes student-centric initiatives, such as personalized learning paths, extracurricular activities, and community engagement, aimed at developing well-rounded individuals. Overall, the effective deployment of this strategic plan positions the college as a leader in education and physical education, committed to producing competent professionals and responsible citizens.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://coebarshi.org.in/cal23.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The College of Education in Barshi ensures effective and efficient functioning of its institutional bodies through well-defined policies, a robust administrative setup, and clear appointment and service rules. The institution has established comprehensive policies that guide its academic and administrative operations, ensuring consistency and transparency in all processes.

The administrative setup is structured to facilitate smooth governance and decision-making. Key roles and responsibilities are clearly delineated, enabling efficient management and coordination across departments. Regular meetings and reviews ensure that administrative functions align with the institution's strategic goals and respond to emerging needs effectively.

Appointment and service rules are meticulously designed to attract and retain qualified faculty and staff. These rules include transparent recruitment processes, well-defined job descriptions, and fair evaluation criteria. Additionally, the institution provides professional development opportunities to enhance the skills and knowledge of its employees, fostering a culture of continuous improvement.

Procedures for academic and administrative tasks are streamlined to minimize bureaucracy and enhance productivity. Regular audits and feedback mechanisms help identify areas for improvement, ensuring that the institution's bodies operate at peak efficiency. Through these measures, the College of Education in Barshi demonstrates a commitment to maintaining high standards of governance and operational excellence.

File Description	Documents
Link to organogram on the institutional website	https://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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	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

The institution has effective welfare measures for teaching and non-teaching staff

The College of Education in Barshi has implemented a range of welfare schemes to support the well-being of its teaching and non-teaching staff.

1. General Provident Fund (GPF): A savings scheme for government employees.

2. SSPM Credit Society: A credit co-operative society named Shri Shivaji Shikshan Prasarak Mandal's Employs Co-Credit Society Ltd. Barshi assists staff members with financial support. The society accepts fixed deposits, monthly instalments for Recurring Deposits, and provides loans for various needs such as home construction, vehicle purchases, weddings, and medical treatments. In emergencies, the society offers urgent loans ranging from Rs. 50,000 to Rs. 80,000 based on salary. The maximum loan sanctioned is Rs. 30,00,000. Additionally, life insurance coverage of Rs. 5, 00,000 per member is provided.

3. Home Loans: Financial assistance for purchasing or constructing homes.

4. Group Insurance: Coverage for all staff members to ensure financial security in case of unforeseen events.

5. Defined Contribution Pension Scheme (DCPS) A retirement savings plan that provides financial security for staff members.

6. Birthday Celebrations: The institution celebrates the birthdays of its staff members, fostering a sense of community and belonging.

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.

02

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

05

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.

Institutions Performance Appraisal System for teaching and non-teaching staff

Teaching Staff: The performance appraisal system for teaching staff at the College of Education in Barshi is structured according to the guidelines laid down by the UGC and the Government of Maharashtra. The appraisal system, developed by PAH Solapur University, requires all teaching staff to submit an Annual Self-Appraisal Report at the end of each academic year. This report includes details on classes attended, examination duties, professional development activities, co-curricular and extracurricular involvement, research activities, and publications. The principal verifies the self-appraisal scores before submitting the reports to the University for Consideration during faculty placement and promotion processes.

Non-Teaching Staff: For non-teaching staff, there is no fixed format prescribed by the Government or university for performance appraisals. Instead, the college prepares confidential reports for

all non-teaching staff at the end of the year. These reports are sent to the management for further action, ensuring that the performance of non-teaching staff is also systematically reviewed and acknowledged.

This comprehensive appraisal system ensures that both teaching and non-teaching staff are evaluated fairly, promoting professional growth and accountability within the institution.

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	View File

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 College of Education in Barshi conducts regular internal and external financial audits to ensure transparency and accuracy in its financial operations. The internal audits are conducted annually by a Statutory Auditor appointed by the management. This process involves a thorough review of fees, vouchers, cash books, ledgers, grants, fund disbursement, salary payments, and allowances such as DA, HRA, CLA, and TA. The auditors also examine important government resolutions, circulars, UGC grants, and utilization certificates to maintain complete transparency. There are no pending audit objections.

External audits are performed by the Joint Director, Higher Education, Solapur Region, Solapur. These audits are not conducted annually but follow a schedule decided by the government. Once the government announces the audit schedule, the college completes the audit accordingly.

The institution has a robust mechanism for addressing audit objections. Any discrepancies identified during audits are discussed with the concerned departments, and corrective actions are

implemented promptly. Regular follow-up ensures that all issues are resolved efficiently, ensuring adherence to financial regulations and maintaining the integrity of financial management processes.

Through these diligent auditing practices, the College of Education in Barshi ensures effective financial oversight and accountability.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

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.

Institutional strategies for mobilization of funds and the optimal utilization of resources

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.

By involving stakeholders in decision-making and ensuring that resources are allocated efficiently, the institution maintains a high standard of educational quality and supports the overall development of its community.

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

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

The Internal Quality Assurance Cell (IQAC) at the College of Education in Barshi plays a crucial role in institutionalizing quality assurance strategies and processes. At the start of each academic year, IQAC prepares an annual calendar outlining curricular and co-curricular activities. It also plans and executes outreach initiatives, value-added activities, faculty development programs, and skill development workshops. IQAC forms mentoring groups and assigns specific periods for various activities, ensuring their effective implementation.

The cell actively establishes linkages and collaborations with other agencies to organize beneficial activities for students. The Principal conducts regular staff meetings to review and support the

execution of these activities, fostering an environment of continuous improvement.

Additionally, various committees within the college, such as the College Development Committee, Standing Committee, Research Committee, Library Committee, Internal Complaint Committee, Staff Academy, Feedback Committee, Placement Cell, Purchase Committee, Students Council, and Alumni Association, conduct periodic meetings. These committees suggest and implement measures to enhance the institution's quality.

Through these comprehensive efforts, the IQAC ensures that quality assurance strategies are embedded in the institution's operations, leading to sustained academic excellence and effective administrative functioning.

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.

The Internal Quality Assurance Cell (IQAC) at the College of Education in Barshi plays a crucial role in reviewing and enhancing the teaching-learning processes, structures, methodologies, and learning outcomes. At the beginning of each academic year, IQAC prepares an annual calendar to guide curricular and co-curricular activities. After every meeting, IQAC creates an Action Taken Report based on the resolutions passed, which is presented in subsequent meetings to track progress.

The principal conducts periodic staff meetings to review teaching-learning activities comprehensively. Faculty members report on their departmental work, ensuring accountability and continuous improvement. For internship programs, effective communication is maintained with nodal teachers and headmasters of practicing schools before and during the internship. After the internship, student-teachers present comprehensive reports detailing their experiences and challenges, which are discussed in a feedback program called "Bol Anubhavanche."

Additionally, students receive guidance based on their performance in tutorials and sessional work. These systematic reviews and feedback mechanisms ensure continuous enhancement of the teaching-learning processes, resulting in incremental improvements in various academic activities and overall institutional quality. Through these efforts, the IQAC ensures that the institution remains dynamic and responsive to the needs of its stakeholders.

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

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

22

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	View File

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	https://coebarshi.org.in/igac23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://coebarshi.org.in/agar.html
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

We have been suggested by the NAAC Peer team during the 3rd cycle of accreditation that Recommendations for quality enhancement of the institution.

Our college library is well equipped and various reference books, magazines and e-books, research books and magazines have been procured to enrich it. Which are being used by students. Apart from this, a separate studio has been set up in the college for e-content development, where the latest tools and facilities are available for online teaching and video recording and editing, which are being used by teachers and students

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.

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements.

The main theme is to clean and reliable energy. Institution has installed solar panels to girl's hostel. The institute has installed solar lamp at the college campus. The campus is open to reduce the use of electricity (fan and light) in the college premises. Windows and doors have been planned face to face in the classroom. Stairs are used instead of elevators in college. All the faculties, non-teaching staff and students are in habit and very conscious about putting off the light and fan when they leave the room. They unplug the electrical appliances which are not in use. As a primary power backup source inverter facility is available for office work which helps the office work continue uninterruptedly. Apart from that we have a generator which is being our college in the same premises is used as alternate source of energy for meeting power requirements in case of load shedding and sudden power off. LED lamp, solar lamp and Tubes are used in college;. these initiatives were taken by our institution to limit the energy usage.

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.

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

Waste management is an important element of environmental protection. Institution is committed towards the protection of environment. Hence we have a proper mechanism related to waste management. As a part of our policy we are reducing the use of papers. Instead of using hard copies of various documents; we are using soft copies for documentation.. But still some used papers and

news papers turns in to waste paper after the specific time. Also electronic devices like computers and its supportive devices may turn in to waste material. Computers are repairing and then reuse.

Waste is collected on a daily basis from various sources and is separated as dry and wet waste. All waste water lined from toilets, bathrooms etc are connected with Municipal drainage mains. The Central Store Waste Management system and dumping pit ensures effective disposal methods for dry and wet waste. 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, 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	All of the above
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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	View File
Any other relevant information	View File

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	All of the above
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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	View File

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

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 a 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 all 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.

All greenery is maintained by watering the plants daily. Plants are frequently fustigated. Institution has planted more than 100 trees. 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.

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)

8

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

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

Every year institution puts forth efforts leveraging local environment through various practices and activities, in the academic year 2022-23 institute conducted various programme.

The college and teachers and staff jointly organized various programs and activities. Institute celebrated various days related to Indian const The Institute has conducted several programs for providing and inclusive environment to the students various initiatives have been taken for inculcating towards cultural regional linguistic communal socio economic and other diversities, Cultural activities that are organized within the institutions helps in promoting harmony the acts as tool for better understanding and co-operation.

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

A. All of the above

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

Title of the practice: Physical fitness to Achieve the Impossible

Objectives of the practice:

1. To find out the level of physical fitness of pupil teacher.
2. To indentify power, agility strength, ignorance, speed of pupil teacher,
3. To indentify physical weaknesses of pupil teacher for improvement of physical fitness.
4. To motivate pupil teacher for physical fitness activities.

The Practice:

1. The physical education department conducted sports day and yoga day
2. The guidance about physical health to achieve the goals in sports activities.
3. The physical education department conducted physical fitness activity program.
4. Lecture on physical fitness components can helps improve the performance of pupil teachers.

Title of the Practice: Practice Makes Man Perfect**Objectives of the Practice:**

1. To develop high levels of teaching competence through guided teaching experience.
2. Establish professional relationships with fellow teachers, students, administrators and parents.
3. Engage in self evaluation and professional goal setting.
4. Fulfill professional roles and responsibilities.

The Practice:

1. B.Ed. and B.P.Ed. Department conducted school experience program on secondary school.
2. M.Ed. and M.P.Ed. Department conducted school experience on teacher Education institute.

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

Institutional Distinctiveness: Sports Facilities and its Optimum Utilization

The vision of College of Education, Barshi is imparting quality education in teacher education for inculcating national values. Our institute has constructed multipurpose indoor hall, World standard swimming pool of 50 mtr length and 20 mtr width with 8 lanes, also we have a well equipped gym facility where we have plenty of free weights and machine with multiple facilities. All these facilities our college has make available for our student-teacher to develop their skill and performance. Our teachers guide them properly with precision. Our all above said facilities with full capacity to develop students skills and performance and also promotes to participate in various sports tournaments at various levels organized by various organization.

Objectives of Sports Facilities

1. To builds endurance, muscle strength and cardiovascular fitness to sports students. To help sports students maintain a healthy weight, healthy heart and lungs.
2. To provides sports students all-over body workout, as nearly all of sports students muscles are used during swimming.
3. To motivate sports students to participate in various level competitions and achieve success

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