



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	D.K.Shinde college of Education GAdhinglaj
• Name of the Head of the institution	Dr .S.M.Raykar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02327278063
• Mobile No:	9423801175
• Registered e-mail ID (Principal)	principal@dksg.co.in
• Alternate Email ID	dr.smraykar@dksg.co.in
• Address	Maruti Mal,KAdgaon Road
• City/Town	Gadhinglaj
• State/UT	Maharashtra
• Pin Code	416502
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	Shivaji University Kolhapur				
• Name of the IQAC Co-ordinator/Director	Dr. T. Y. Patel				
• Phone No.	9422508386				
• Alternate phone No.(IQAC)	8080727203				
• Mobile (IQAC)	9422508386				
• IQAC e-mail address	typatel@dksg.co.in				
• Alternate e-mail address (IQAC)	typatel98@dksg.co.in				
3.Website address					
• Web-link of the AQAR: (Previous Academic Year)	http://www.dksg.co.in/aqar/index.html				
4.Whether Academic Calendar prepared during the year?					
Yes					
• if yes, whether it is uploaded in the Institutional website Web link:	http://dksg.co.in/NAAC/year-plan-19-20.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	61.30	2004	05/11/2004	03/11/2019
Cycle 2	B	2.08	2013	05/01/2013	04/01/2018
6.Date of Establishment of IQAC			10/07/2005		
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	2	
<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>1. visits to innovative centers 2.Online lectures by eminent personalities.3.workshop on psychological testing 4. panel discussion 5. workshop on the use of ICT</p>		
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				
1.Enhancement of physical facilities.	As per the NAAC parameters, physical facilities were added in the method rooms and computer lab.				
2. Introduction of the PG-level curriculum by YCMOU.	M.A. Education is the post-graduation level at the Faculty of Education. It was introduced in October and 22 students received admission.				
3. The award for creative teacher.	Institute in collaboration with the institute's alumni association decided to give an award to a creative teacher. Criteria were developed and proposals were sought from teachers. This was scheduled for the 3rd of October each year as the birthday of a Dinkarrao k.Shinde.				
4. Celebration of the azadi ka Amrit mahotsav .	Various programs such as the voter awareness meeting, a conference on the independence, and the singing of patriotic songs were organized from 8 to 15 August.				
5. Celebration of international women's day.	A panel discussion on strengths, opportunities, and constraints in women's lives was held on March 8.				
13.Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>College Development Committee</td> <td>29/06/2022</td> </tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	College Development Committee	29/06/2022
Name of the statutory body	Date of meeting(s)				
College Development Committee	29/06/2022				
14.Whether institutional data submitted to AISHE					

Year	Date of Submission
2021-22	25/12/2022

15. Multidisciplinary / interdisciplinary

This course has been designed to cover several disciplines. The course itself is multidisciplinary and promotes the national values and objectives embodied in the constitution. It enhances the understanding of children of different age groups through close observation and interaction with children of various socio-economic and cultural backgrounds. A case study of a child and a family has to be conducted. The Institute organizes seminars and discussion sessions on topical issues, and the holistic development of a student has been implemented. Different pedagogies in school subjects like Marathi, Hindi, Eng, mathematics, science, history, and commerce, so it is multi-disciplinary. Professional capacities are enhanced through drama and art in education. The Institute conducts workshops for working with artists to learn the basics of Arts and crafts and understand their pedagogical significance and relevance in their profession. Activities such as drawing and painting rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry dance music, physical education, etc. These courses have a focal intention to integrate them. So the institution is ready to implement NEP 2020. We are happy to share the guidelines of NEP 2020.

16. Academic bank of credits (ABC):

2. Academic Bank of Credit - The institute looks forward to guidelines from the statutory body.

17. Skill development:

3. Skill Development -

the different courses from the syllabus develop different skills among student teachers. Skills like preparing and participating in seminars and discussions on current issues.

Conducting case studies, developing programs, and seminars planning for visits analyzing the structure preparing lesson plans and teaching aids, and performing different activities

Life skills

ICT skills

communicating abilities

teaching skills

skills for fine arts

Skills for performing arts

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

Appropriate integration of the Indian knowledge system (teaching in Indian language culture using online courses). Indian knowledge and culture and traditions have been transcended through different topics of different courses and outreach activities. These efforts contain appropriateness, diverseness, scientific approach, and justification. Through the topics in language across the school curriculum, trainees understood the background of students and they create sensitivity to the language diversity existing in the classroom which helps them to develop strategies for using oral language in the classroom. Practical enhancing professional capacities introduce different art forms such as dance and music drama theory students have to understand and perform in such arts. Field visits to places and historical cultural commercials are arranged to enhance the knowledge of the awareness program based on community giving oneness to the tradition and values built in our cultural system.

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

) different course activities and extracurricular activities
Projects and practicals are based on the futuristic perspective of integration (OBE). The curriculum transaction and assessment strategies are implemented effectively to understand the attainment level with respect to the course outcome through teaching strategies such as group discussion, collaborative work, and critical thinking Case studies were used for project-based inquiry-based learning, which emphasized skill enhancement through curricular and co-curricular activities implemented as part of outcome-based education.

20.Distance education/online education:

During the pandemic situations, we started online classes. Our college has organized webinars on different topics successfully.

Extended Profile

2.Student	
2.1	100
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	44
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	42
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	4,88,719
4.2 Total number of computers on campus for academic purposes	37
5.Teacher	
5.1 Number of full-time teachers during the year:	6
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	7
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>D.K.Sindhe.College of Education follows the predetermined curriculum set by Shivaji University. At the beginning of the year, the academic planning is prepared after a discussion with the principal & faculty members. According to academic planning, the academic calendar is made. The principal distributes the syllabus among the entire faculty. Principal & faculty members meeting is held regarding curriculum follow-up and reviewing the procedure of applying. The faculty members chalk out their classes for the term to complete this syllabus within the stipulated time. Teacher supplements classroom teaching with P.P. presentations, group discussions & seminars. Internet-based activities and assignments are given to keep the students' activities. The orientation program was conducted for first-year students to familiarize themselves with</p>	

the learning environment and support facilities. Through the mentor ward system, the college prioritises integrating our student's academic & mental health where a faculty mentor is appointed to each student for academic and extra-curricular support. The first-year academic plan has been corrected by the college in accordance with Shivaji university term date guidelines.

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	No File Uploaded

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

C. Any 3 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	C. Any 2 of the Above
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.dksg.co.in/naac/Program%20or%20Course%20out%20comes.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year
16

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

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

2

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

2

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

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

10

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

10

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

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

All of the above

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

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

5

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

5

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

1.3 - Curriculum Enrichment

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

The college is implementing the syllabus of Shivaji University. Student gets the fundamental knowledge of teacher education through the various theory papers as well as practical within syllabus.

They get knowledge of various disciplines along with the curriculum, teaching methods, techniques, objectives and approaches of the subject. Concepts of gender equality and special children are also provided to the student-teachers.

Student also acquire various skills regarding teaching through the practical's like Microteaching, lesson planning, teaching aid, Constructivism, workshop of Action Research. and also implement in teaching related activities in various schools.

Student selects two methods from two groups where they get methodological knowledge of secondary school. Apart from that there is provision of optional course of each pedagogical subject at higher secondary level. They learn more procedure knowledge through pedagogical subjects and practical.

Values like punctuality, honesty, hard work, brotherhood, cooperation, and humility are developed through School internship. Skills and competencies are developed through cultural program and sessional work.

Practical like projects related to community experiences develop communication, negotiation & collaboration skill & competencies in the trainee. Student acquires competencies through various EPC practical as well as Student teacher orientation practical.

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

The trainees are introduced to the Indian education system through the courses implemented. our motto is to introduce trainee the diversity in school system. So, school visits are planned.

The trainees visit the school 3 times for practical. In this 3 visits student get familiarizes to the rural schools, urban schools, schools in remote area in the 3 weeks, the trainees get information from the school principal about curriculum planning, co and extra-curricular activities planning & importance of school time table.

Student visit to other state schools to learn about how other boards conduct assessment and their norms, rules and regulations. they understand the functioning of other board school system and also the state wise variation.

Student visit a special school for the practical portion of their

optional paper to learn about the curriculum teaching strategies and evaluation process.

Student usually visit rural schools and urban schools for school internship. In the school internship trainees teaches to various classes plans extracurricular activities, sports and cultural events conducts unit test and grades the papers. Thus, they understand the evaluation process at secondary level

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

Institute takes efforts to enable student to develop understanding of the inter connectedness of various learning engagement and made trainee ready for professional field. institute conduct various practical to enhance teaching capacity of teaching by conducting workshops like micro teaching lesson demonstration workshops. They get familiars with teaching aid preparation in teaching aid workshop.

In action research workshop Trainees learn how to solve the educational problems of student & implements it in internship. By the pedagogical papers they get orient with all methods of teaching which they use in teaching within internship. They get familiarized with how make the unit test

In school visit practical's they come to know which committees & record are necessary for school. Institute gives them opportunity to experience how meetings are getting conducted in schools.

In the school internship, trainees get practice to teach various classes with various methods. They also get experience of conducting the cultural activities, spots event & tour. Along with this they

implement case studies, projects. Trainees learn how to guide the student through various practical like psychological testing.

Institute makes provision of visit to innovative teachers which help them to work in future. Institute takes initiative to develop their interview skill through orientation programs

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	No File Uploaded

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year	
50	
2.1.1.1 - Number of students enrolled during the year	
50	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
0	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
9	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	

9

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

9

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

The Government of Maharashtra administers the Joint Entrance Examination. Students must pass an exam. In the admission process with different rounds, students are admitted according to their merits. These grades indicate your level of readiness to undertake professional training programs.

The following measures will be implemented to promote the intelligence of all students. 1. The university maintains a mentoring system in which faculty and staff assist students with their personal and academic challenges.

2. Continuous internal proof of performance, i.e. regular class tests and preliminary exams ensure that students make steady progress.

3. The college ensures an interactive teaching and learning process through group discussions, case studies and audiovisual materials. Workshops, seminars, and visits to schools and innovative centres are arranged for students to gain practical knowledge.

4. College faculty assists students in addressing their emotional needs by providing individualized attention. Peer teaching, poster presentations, and knowledge sharing reinforce conceptual clarity

and confidence for advanced learners.

5. The Institute provides students with guidance for the TET exam. Supplementary lessons, tutorials, and assignments are conducted as needed.

6. Students demonstrate their creativity by participating in and planning extracurricular and extracurricular activities.

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

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

Two/One of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

20

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

Methods that are focused on the needs of the students are chosen by

the instructor. These are listed below.

Experiential learning: Through internships, students gain knowledge and abilities linked to teaching, which helps them advance their careers.

Industrial and field visits: undertaken to comprehend how various schools operate

Participatory learning: The subject professor determines the kind of groups to be formed for the semester at this college. The goal is to encourage and support one another both within and outside of class. Each course required students to complete assignments on problem-solving techniques.

Group Learning Method: Whatsapp groups are currently being used for group learning.

Through this strategy, students exchange their study materials and notes. A contract instructor or a student can create a Whats App group. They communicate information among themselves.

Student Seminars: In order to enhance their educational experience, student papers on current issues are presented at these seminars.

The organisation uses contemporary pedagogy to improve the teaching-learning process. Wi-Fi enabled classrooms with LCDs are available. The institution is equipped with everything needed to support the faculty and students.

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

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

2

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

100

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The institution has a number of policies that assist and improve the efficacy of the faculty in instructing and guiding students. Both the faculty and the student teachers can fully flourish in the college's environment. Mentor instructors establish the conditions necessary for all students to succeed academically, personally, and in their social interactions. By establishing debates, discussions, and inclusivity, they are further enhanced. The LCD projector, audio-visual aids, and other tools have been made available to faculty members in order to facilitate effective and efficient learning. The institution works to improve the facilities and tools so that the faculty has no trouble completing the responsibilities that have been allocated to them.

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

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

Two of the above

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

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

The institution has a number of policies that assist and improve the efficacy of the faculty in instructing and guiding students. The faculty and the student teachers can fully flourish in the college environment. Mentor instructors establish the conditions necessary for all students to succeed academically, personally, and in their social interactions. By establishing debates, discussions, and inclusivity, they are further enhanced. The LCD projector, audio-visual aids, and other tools have been made available to faculty members in order to facilitate effective and efficient learning. The institution works to improve the facilities and tools so that the faculty has no trouble completing the responsibilities that have been allocated to them.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Six/Seven of the above

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

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

Three of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>Three of the above</p>

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

1. Selection/identification of schools for internships: Schools are selected from the different localities. Schools from rural area, urban area and co-education institutions are selected just to expose the students with schools of different types and level.

2. . Blocks of 10 to 11 students, accompanied by teacher trainers, go to their assigned school and the student teachers perform the activities specified in the curriculum.

3. The learner is given two full weeks to get oriented.

4. Teachers assist and mentor the trainees in carrying out each activity, including the teaching of numerous subjects, cultural activities, and sports.

5. The teaching process is made up of the student's practise, which is done over a total of 50 lessons.

A. These lessons, which total ten, are being taught continuously according to their particular pedagogies.

b. In each of the seven lessons, a distinct teaching approach is used for that subject.

c. Four lessons on constructivism

The student teachers participate in all school-related activities, such as leading assemblies, planning sporting events, school days, festivals, and evaluations. They also create files and models and charts.

Student performance is assessed through observation, rating scales, checklists, discussions, and meetings with students and schools during placement.

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

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

2.4.9.1 - Number of final year students during the academic year

38

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

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

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

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

The institute applies effective monitoring mechanisms during hands-on classes conducted in various local schools. Two to three lessons per day are held during practice instruction sessions. A teacher educator (preferably a subject matter expert) reviews and approves the lesson plan in advance. The student's teacher is authorized to provide a duly approved lesson plan. Classes at school are observed by teachers. Teachers at affected schools are also monitoring classes. School teachers are encouraged to make suggestions for improvement. Teacher educators and school teachers provide feedback on teaching. In this way, feedback is given to the student teacher on site. Further feedback is provided in the form of a discussion with observers that takes place immediately after the lesson. After completing the internship, the discussions and findings from reflection will be reflected and lead to improvement. The monitoring and feedback process of the institute is comprehensive and continuous.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers /

Three of the above

**School* Teachers Principal / School* Principal
B. Ed Students / School* Students (* 'Schools'
to be read as "TEIs" for PG programmes)**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

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

2.5 - Teacher Profile and Quality

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

29

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

29

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

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

By taking part in training sessions, orientations, and further workshops, the faculty keeps up with the most recent advancements in the academic disciplines and instructional techniques. The college

encourages students to pursue majors that will help them stay current with advances.

The faculty plans seminars and workshops on the latest national education policy, instructional techniques, and other topics. Students learn novel teaching strategies and procedures in methodology classes. Through the curriculum, which is included in the paper named "Inclusive Education," students are made aware of the existence of those pupils who have special needs. In the practical Critical Understanding of ICT course, which is a part of the practical Enhancing Professional Competencies, students receive training on how to use ICT tools and the internet.

The institute invites school heads from private and public schools that follow the CBSE and SSC boards to learn about their needs and rules. The institute hosts lectures by professionals in the area of education. In the library, students are encouraged to read encyclopaedias, e-magazines, educational journals, and newspapers.

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

2.6 - Evaluation Process

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

The examination procedure is open and adheres to Shivaji University regulations. Through the first-year orientation programme, students and their parents are informed about the examination procedure. The examination committee is responsible for managing internal exams and semester ends. Three people make up the examination committee, including the head and two faculty members who serve as assistants. Administrative work is often supported by non-teaching staff.

The following duties are carried out by the examination committee to preserve the integrity and effectiveness of the examination process: Exam schedules and seating arrangements for internal and semester-ending exams are prominently published on the notice board in plenty of time. The subject teacher announces the syllabus for the internal test, and the semester-ending exam covers the complete syllabus.

The exam papers are preserved in sealed envelopes after being

checked for accuracy. Teachers are made aware of the supervisory obligation. During exams, pupils' attendance is rigorously maintained. Any unethical behaviour on the part of the student is referred to the unfair means. The deadline for answering materials evaluation is set by the examination committee. The institute follows university regulations for all practical exams, internal project evaluations, and internal examinations.

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

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

Four 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	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The examination committee equips a timetable for the preparatory examinations every semester. Internal tests are carried out for this purpose Allocation of internal ratings. After evaluating the response

script, discuss the results it depending on the student's grades. This Internal exam help students understand the university review process.

University Exam result related Grievances after University examination results are announced and uploaded to the website. After the announcement of results from the University, the examination committee verifies each candidate's result. Any discrepancy, in the result sheet, is analyzed. If there is a query in the result of a student it will be referred to The Registrar (Evaluation) of Shivaji University with relevant supporting documents for further process resolves the issues. The Follow-up of the complaint is given priority by the Exam Committee.

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

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

The Institution is affiliated with Shivaji University, The University Calendar of Events will be followed for the Semester reopening date, closing date, and examination schedules. Institute has established a calendar of events, a Committee, that develops and displays its year-wise calendar of events at the beginning of the academic year. The committee in charge plans the respective semester-wise activities for student support and progression. The calendar of the event has provisions for institution-specific events like Inauguration - The induction program for first-year degree students, and the learning process adhered to by the institute for students. Placement activities, Alumni Association activities, etc., Sports department conducts indoor and outdoor sports competitions for students at the Annual sports meet. The examination committee prepares scheduled dates for internal exams, mid-exams, Preparatory exams, etc.

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

2.7 - 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.

PSOs/COs, or objectives, that address the need for the course and expected results, are stated by the university in the prescribed syllabi for B.Ed courses. All interested parties can access these curricula through the college, university, and college library websites. At the start of the academic year, each teacher establishes the course learning objectives for each semester.

The institution creates several schedules for various practicums. They attempt to schedule the various activities using these timetables. Teachers in the college design and coordinate different extracurricular, co-curricular, and curricular activities to help students meet the goals of the entire B.Ed. course. Teachers advise prospective students and their parents on the expected results of programmes during the admissions process. There are organised orientation programmes for all first-year students. It is also utilised to help parents understand what is expected of them. A meeting is arranged for parents of first-year students. Mentoring sessions, skill-building exercises, and motivational talks are often scheduled. Learners can work on a variety of course-specific activities, including live projects, departmental activities, and certificate courses.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Our college has implemented the Continuous Internal Evaluation (CIE) System in addition to other initiatives including student performance in tests, enrolling in graduate and professional programmes, showing up for and passing competitive exams, and student presentations in seminars. Developing leadership skills by planning extracurricular activities. The assessment of theory courses is ongoing and includes tutorials, sessional work, internal exams administered by the college, vivas, and semester-ending exams administered by the university.

The relevant subject teachers analyse the results of the internal examinations and post them on the notice board. The examination department receives the grades for tutorials, sessional work, and internal exams.

The exam department carefully examines the outcomes and engages with the students to get their comments on their accomplishments. The departmental head provides a brief.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

46

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

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

Understand exactly what is expected of them - such as diagnosing and reinforcing teaching skills, teaching in simulations, lesson planning, developing professional skills, assessing learning, and assessing performance in extracurricular and curricular activities. From the first hands-on exercises they access the ideas brought into the evaluation. They don't have much understanding of content presentation and different ways of teaching different subjects. As such, it provides a way to present topics in a clear manner using topic-specific methods. They know what they have to do and how to prepare for the assessment. After practicing in various internships, they become more confident in their evaluation methods by doing their best, and their teacher's judgment increases their motivation.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.dksg.co.in/naac/new/Student-Satisfaction-Survey-2021-22.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**

0

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

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

0

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

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

One of the above

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

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

One of the above

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

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

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

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

4

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

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

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

35

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

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

50

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

50

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

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

D. K.Shinde College of Education follows predetermined curriculum set by Shivaji University, One of the parts of our curriculum is project related to community experience. The main aims of this project are to enable the student to understand the social & personal problems of community, to enhance thinking ability, the problem-solving ability regarding the social issues, to create social commitment within them. For achieving these aims student conduct the projects individually as well as in groups. For this year 2021-22 second year trainee conducted following project such as.

- 1) Yoga workshop
- 2) Disaster Management (Disaster Management Activities for Teachers and Children)
- 3) Institute Visit: Industrial Training Institute. Gadhinglaj
- 4) Institute Visit :GyanPrabodhini conducted, Andhashala Kolhapur
- 5) National Integration Program
(Street play)
- 6) Providing information about government welfare schemes for society
- 7) Creating awareness about women's health
- 8) Disaster Management Training Program B.Ed students
- 9) To know and guide the health-related problems of students of class IX and VIII of Pimpalgaon High School.
- 10) Oriented to Chikotra MahilaSangh Pimpalgaon about welfare schemes of Maharashtra Government and get feedback.

By means of these projects many social issues were discussed found solution are get discussed. These projects helped students to recognize the social issues as well as social commitment within them.

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

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

0

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

0

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

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

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

There are lots of facilities for ' teaching and learning process ' in our institute but this year the furniture in Principal's cabin, office, library, lecture hall, computer lab has been increased. IQAC room enhanced with additional furniture. institute has total 7.1 acre of own land and the infrastructure has built on 1708.04 sq. meter. Our college has a large conference hall in which maximum 200

students can sit easily. The facilities like LCD screen ,sound system, Internet connection etc. have provided in that hall. There are separate 5 rooms which are also provided with LCD screen, sound system and internet connection. There is a separate ICT LAB. This ICT lab has also provided with all essential facilities and maximum 30 students can do practical simultaneously in a batch. For taking experiments of Psychology there is a ' Psychology Resource Center 'and all the equipments required for experiments has made available here .There is a play ground of 7442.00 sq. meter for playing different types of outdoor games. There are separate lavatories for teacher staff & students . Canteen is common here for both teacher staff and students. There is a large parking shed for bike and car parking .

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

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

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

7

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.dksg.co.in/infrastructure.html
Any other relevant information	No File Uploaded

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

1019398

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

4.2 - Library as a Learning Resource

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

Dinkarrao K Shinde Knowledge Resource Center has purchased New Gen Lib software for library computerization on 15th August 2017. This 3.1.2 Version software with Web OPAC is an integrated library management software package developed by Verus Solutions Private Ltd - Hyderabad Designed and developed. New Gen lib software has 9 major modules for library automation and each module contains submodules. This software records the number of books purchased each year under Technical processing. Information about the book collection is made available to the users through the library OPAC system. To date, 5493 books have been registered. Also, complete library barcoding has been done through this software.

1. Preliminary information of new books is uploaded through technical processing of software.
2. Book check in and check out are done by circulation.
3. Acquisitions to do a title search from the section Request Process, firm, Receive orders are made.
4. The subscription list, place firm order, register serial issues are processed through serials management.
5. User ratings, user comments, catalog records, are dealt with through opac. 6. configure system, configured by the administration department day processes The software is divided into etc..

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/dksg.co.in/dksgresourcescenter/home-page
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

D.K.Shinde college of Education library has Provided online remote access resources for the college staff, faculty and student. For this, the library has taken the membership of Infilbnet (N-List) Consortia Aurangabad though which E -Books, E-Journals, E Newspapers have been made available to all the professors and trainees of the college. By accessing it using user name and password, you can get the information you want anytime anywhere on computer or onried mobail phone. Also, the library has made its own website through which they can view the question papers and e -books of the university. Education information has been made available through WhatsApp as well as you tube channel of the college. Thus the library has worked to provide e- resources to all readers.

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

Four of the above

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

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

0.18400

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

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

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

41

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://drive.google.com/drive/folders/1uu-ORzWUbvNzjw7qVJcmAuw5PP8Vnbs
Any other relevant information	No File Uploaded

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

Three of the above

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

4.3 - ICT Infrastructure

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

D. K. Shinde College of Education ICT Lab established Local Area Network (LAN) at the center, Classroom, Seminar Hall and its Offices. A new internet plan was added on October 1, 2021. This has network connectivity of 300 Mbps. The server, Wi-Fi Router and Switch are in place. Wi-Fi has been established and workings in all rooms of the College. Computer Laboratory has 25 computers and 1 Printer with 7.5 KVA online UPS for minimum 8 hours backup. Various

classrooms of college are equipped with computers and projectors. There is a facility for SWAYAM classes, Skill Development Courses. The college has registered G suite for education. Students and teachers benefit from G suite facilities. A single domain is used through G suite. Lectures on Google meet are recorded. The college has registered N-list membership. Students and teachers can use e-resources with their ID. D. K. Shinde College of Education Website (www.dksg.co.in) is regularly updated and restructured from time to time.

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

4.3.2 - Student – Computer ratio during the academic year

0.40

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

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

C. 250 MBPS - 500MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the

Two of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/iEaxYKE5DcA
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	http://dksg.co.in/e-content.html
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

1.86

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

Classrooms

There are total 06 numbers of classrooms in our college. These classrooms provide platform to the student - teachers & teacher-educators to maintain effective communication. College peons clean the classrooms every day.

Library

Our college has a rich library with a total of 5493 books. The issue return is done over computer with the assistance of GENLIB software in the context of e - resources library is member of INFLIBNET N -NLIST program. Pest control is done once a year to prevent pests from infesting the books.

Various Labs

1. ICT lab
2. Science lab
3. Psychology resource center.

Labs are maintained by appointing faculty members as an in - charge of lab & supervised by principal of college. In charge of the lab monitor effective utilization of that particular lab. The psychology lab can accommodate up to 25 students at a time. The vacuum cleaner is usually used by the peons to clean the dust on the computer care is taken let the dust enter the ICT lab.

Sport complex

There is a playground of 7442.00 square meters. All sport equipment's are available in college. The ground is usually sprayed with herbicides and the grass is cleared.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal

Four of the above

<p>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>													
<table border="1"> <thead> <tr> <th data-bbox="86 510 552 577">File Description</th> <th data-bbox="557 510 1477 577">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 577 552 645">Data as per Data Template</td> <td data-bbox="557 577 1477 645">View File</td> </tr> <tr> <td data-bbox="86 645 552 824">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="557 645 1477 824">View File</td> </tr> <tr> <td data-bbox="86 824 552 965">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="557 824 1477 965">View File</td> </tr> <tr> <td data-bbox="86 965 552 1066">Photographs with date and caption for each initiative</td> <td data-bbox="557 965 1477 1066">View File</td> </tr> <tr> <td data-bbox="86 1066 552 1133">Any other relevant information</td> <td data-bbox="557 1066 1477 1133">No File Uploaded</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	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File												
Sample feedback sheets from the students participating in each of the initiative	View File												
Photographs with date and caption for each initiative	View File												
Any other relevant information	No File Uploaded												
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Seven/Eight of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1478 552 1545">File Description</th> <th data-bbox="557 1478 1477 1545">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1545 552 1612">Geo-tagged photographs</td> <td data-bbox="557 1545 1477 1612">View File</td> </tr> <tr> <td data-bbox="86 1612 552 1680">Any other relevant information</td> <td data-bbox="557 1612 1477 1680">View File</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	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 awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through</p>	<p>A. All of the above</p>												

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	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded
5.2 - Student Progression	
5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year	

Number of students placed as teachers/teacher educators	Total number of graduating students
08	43

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

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

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

09

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

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

09

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

5.3 - Student Participation and Activities

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

The university has not issued any circular for forming up a student council for the last four years. So the student council was not formed. Student representatives have been selected in various committees at the college level.

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

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

16

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

5.4 - Alumni Engagement

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

The college has a registered Alumni Association under the society

registration Act 1990. It was formed on 9th October 2017. The registration number is MH-36517 / Kolhapur, The main objective of the association is to bridge the gap between the college and Alumni.

Alumni inspires new entrants at the beginning of the college admissions process by providing guidance and counseling to alumni. We do it on behalf of the organization so it inspires us to do good deeds tree plantation programme was carried out in the college to implement the concept of small jungle.

Alumni provides information to the organization if there is a vacancy in the organization where they work and they are instrumental in getting new students a job. We honor our meritorious students on behalf of the organization.

Miss Kashibai Khandare (Mrs. Seema Sakhare) Invited shri. Sushant Sawant to her institute New English School, Nool. For mathematics subject and Smt. Muchandi invited Pallavi Kumbhar, Neha Patil, Dayanand Dalavi, Nafisa Panari.to her institute at Maratha mandir of science and Commerce for mathematics.

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

5.4.2 - Alumni has an active role in the regular 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.	No File Uploaded

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

03

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

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

The Alumni Association supports students with special intelligence who work creatively in there filled of study. The alumni association has started ` Dinkarrao Master creative Teacher Award from the year 2021-22. The nature of this award is as follows cash Rs. 10000/- , Shawl, Badge, certificate etc. A total of 12 proposals were received for this award this year Screening of these proposals were done by 1. Mrs. Aruna Kiran Bhujbal - education officer, Mumbai 2. Dr. Vishnu Shikhare- Associate professor Barsi College of Educaion Barsi 3. Dr. Rajesh Gore- N.C.E.R.T. This year's award was given to Mr. Rajendra Gajanan Sutar so all the former students have been inspired to do such their work creatively .

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.

Regarding the participatory mechanism each academic year, a parent-teacher meeting is conducted, and useful feedback is gathered from them. With both teaching and non-teaching employees, the principal holds regular meetings. To establish accountability, the principal evaluates employees' performance. A thoughtful academic calendar sets the stage for the start of the semester. The semester's teaching schedule is determined by the weekly timetable. The schedule is followed, and classes are consistently attended. At the time of admission, students receive counseling as well.

The institution's strategic plan includes the following goals:

1. To support extracurricular activities for students' overall development.
2. To reinforce national values through a variety of extracurricular, co-curricular, and curricular programmes.
3. To promote awareness of and educate pupils about current social issues, such as the campaign and energy conservation
4. Planning events that promote women's empowerment by preventing sexual harassment and educating people about women's rights.
5. To improve physical fields
6. To ensure that the trainee is conscious of the digital environment
7. To instruct the student in a variety of cutting-edge teaching methods

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

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

In its organisational structure, the institution employs decentralisation and participative management. The Principal, as the institution's leader, uses its organisational structure to carry out the Board of Management's and the Governing Council's decisions as well as the institution's vision and mission. A committee coordinator, staff members, and students make up several committees. Committees' primary responsibilities are under the categories of administration, academia, and examination. The Board of Management, Local Management Committee, Principal, IQAC Director, Criteria-in charges, Departments, Committees, Faculties, and Stakeholders are only a few of the quality metrics used to evaluate and monitor the organisation structure. They collaborate to arrange the activities at their regular meetings. The entire College assures a system of participative management in which management, staff, and students are involved in the information flow and decision-making processes. The college has developed an excellent governance culture by using

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

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

Our organisation is financially independent. As a self-generated

resource, money collected from student tuition fees in compliance with NCTE rules is used to cover salaries. Payroll and other expenses are directly within the management's control. Audits are often conducted to ensure complete transparency. The pupils' bank accounts are immediately credited with scholarships and other benefits. The college offers a programme leading to a B.Ed. The outcome of the entrance exam determines the admission procedure. Admission is carried out in accordance with the regulations that the government sporadically issues. Participants in the educational, administrative, and other functions include parents, students, and other deserving people.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The aim for 20-21, which was put into practice in 21-22, was to improve advanced practices while making the most of our infrastructure. Through Google Class Room Google Meet, we planned and completed some of the theory-related workshops and practicals that were required for the syllabus. Our library offers all of the online services using various library software, and the lab has been modernised with computers and software. We have made an effort to eliminate paper from our administrative processes; all notices issued by the authority are sent via email or WhatsApp; all student records are kept electronically; and all communications between our institution and government universities or other institutions are conducted online.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.dksg.co.in/6.2.1%20for%20link.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The principal plays a crucial role in the college's development and follows the connected university's norms and regulations. He creates a cordial rapport between the top management and the teaching and non-teaching staff. We have many committees, a decentralised system of power and decision-making, and a goal of effective and efficient teaching and learning processes. Through the meetings of various committees, the institution's policies and decisions are discussed with the interested parties. The NAAC quality guidelines serve as the primary framework for the IQAC's goals, tactics, and functions, which are largely intended to ensure that the college has a quality culture. The college's IQAC information has been posted. The college has separated the responsibilities into two categories as shown in a) to ensure decentralisation and participatory management. Educational Committees b). Committees of management

To give the students hands-on learning opportunities, the committee for the tour and visit to innovative centres was founded. There have created committees for extracurricular activities and extension courses.

File Description	Documents
Link to organogram on the institutional website	http://www.dksg.co.in/organogram%20new.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

The institute has established various committees for effective functions of university activities. These clearly defined committees Responsible for discussing, deciding and implementing action plans. Institutions regulate their day-to-day operations through these Committee.

Below are some of the decisions made and implemented by different Committee Workshop/Seminar Committee 1. B.Ed.CET exam workshop 2. Discussion on Innovative Activities by Innovative Teacher Arjun Harade. 3. Teaching material creation workshop 3.1 Interview workshop 4. Lectures by dignitaries 5. Women's empowerment program

6.Internal quality assurance cell 6.1.Regular filling of AQAR 6.2.QAC coordinator is responsible to review the process with new guidelines issued by the NAAC for accreditation of the institute. 7.Offline test tutorials and internal/preliminary exams by examination board conducted throughout the academic year 8.Guidance was provided as and when needed. 9.The more engaging PPTS were prepared by teachers and used different strategies to facilitate learning.

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

6.3 - Faculty Empowerment Strategies

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

The management treats all of its employees like family and is completely supportive of their efforts to advance the professional growth of both their teaching and non-teaching staff. In the current situation. The College promotes staff members' professional growth by encouraging faculty to attend seminars and workshops held at the local, national, and international levels. Encouraging faculty to submit research articles for publication in national publications.

Encouraging the faculty to join numerous subject organizations at the state and municipal levels. Additionally, the administrative and non-teaching staff requires training in cutting-edge job-related skills. The staff employees receive training as needed in computer and software administration. At the management level, a credit cooperative organization under the name of "Chh. Shahu Central Institute of Business Education and Research Trust Sevakanchi Sahkari Patsanstha" is in operation to support its staff financially. Every employee is a regular contributor to society. The organization offers loans for a variety of things including building a house, buying a car, having a wedding, getting medical care, etc. This credit society allows its members to borrow up to Rs. 2000,000.

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

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

00

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

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

00

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

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

00

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

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

The Institution has a performance appraisal system for all teaching and non-teaching staff.

Every faculty member teaching and non-teaching has to submit the self-appraisal form to the Principal at the end of the academic year.

All self-appraisal forms are carefully read by the Principal. Principal evaluates performance based on the following key parameters :

- 1-Results of the academic year
2. Professional Improvement - Paper Presented in Seminars and Workshops etc.
3. General Behaviour and Attitude
4. Regularity and punctuality
5. Leaves Consumption - CL, EL and ML
6. Willingness to take up work from time to time
7. Student Feedback

Non-teaching faculty are assessed based on attitude towards the public, co-workers, staff/student relations, job performance, pro-activeness, and behaviour towards the supervisor.

Students' feedback on teachers and the teaching-learning process is reviewed with utmost importance.

The principal helps the faculty to enhance the required skills and

expertise by deputing to a faculty training programme as needed.

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

6.4 - Financial Management and Resource Mobilization

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

The institution also has its own internal auditing system In addition to its external audits. Internal auditors who meet the criteria are hired on a permanent basis from outside sources.

Every voucher, supporting document, record, and book, as well as electronic statements of the transactions made during each fiscal year—including projections for the budget, uses of funds, cash transactions, and bank reconciliation statements—are checked and verified.

Implemented internal audit and dispute resolution procedures

The following is true in the institutions:

Internal Audit: Review of the trust agreement and laws. Look over the financial statements from the past. Regular and standardized budgeting and auditing processes are used.

Based on recognised financial management practices, the college adheres to financial requirements.. It upholds all regulatory restrictions and preserves transaction transparency in the financial industry.

The college supports itself financially and receives no grants for running the programme. The only sources of income are the fees collected from students in accordance with NCTE and affiliated university regulations. The college's yearly budget includes the

specifics.

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

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

00

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

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

The college's funding sources are reliable and well-known. To guarantee the distribution of necessary finances for all college activities, financial planning is done. The college creates transparent budgets for all of its expenses. Regular and standardised budgeting and auditing processes are used. The college supports itself financially and receives no grants for running the programme. The primary sources of funding are the fees collected from students in accordance with NCTE regulations and the affiliated university. Our parental institution contributes cash for significant expansions and infrastructure improvements. The college's yearly budget includes the specifics.

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

6.5 - Internal Quality Assurance System

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

Our institution has a productive IQAC. The institute's quality improvement is handled by IQAC. Additionally, it organizes and carries out a variety of value-added activities, research projects, and other faculty development activities. It also forms mentorship groups and allots time for each group to carry out various tasks. IQAC also makes an effort to collaborate and link up with other organizations while planning events for the students.

The Institute supports initiatives for women's empowerment, functioning Grievance Redressal Cell, and co-curricular and extracurricular activities to build the student support system. It encourages students to take part in extracurricular activities and sports.

The committees in the college, like the Library Committee, Internal Complaint Committee, Feedback Committee, Placement Cell, Purchase Committee, Lead College Working Committee, etc., also hold regular meetings and make recommendations for actions to improve the institution's quality.

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

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

Planning and implementation of the academic programmes is done by the college with care. To maintain the quality and further improvement of academic programmes, the stakeholders' feedback and the previous years' results are taken into consideration.

The college ensures coherence to the academic calendar with the help of a schedule for all activities.

The principal monitors the attendance of students and also keeps the students informed on a quarterly basis.

LCD projectors and net connectivity have been installed in the classrooms for a better learning process.

Remedial classes are organized as per the requirement and feedback of the students.

To make the library student-friendly, the institution has taken measures to digitalize the library.

Internet facility is also provided to the students in the library.

For students, various methodologies are used for the holistic development of the learner through student support activities.

Different processes involved are sensitization of students' social issues through different committees-women empowerment and sexual harassment elimination.

The course outcomes, program outcomes, program specific outcomes are frequently reviewed. The learning outcomes of the program are defined.

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

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

5

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.dksg.co.in/naac/new/minutes/IQAC%20Meeting%202021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.dksg.co.in/naac/new/AQAR-2018-19/agar-18-19.pdf http://www.dksg.co.in/naac/new/AQAR-2019-20/AQAR-19-20.pdf http://www.dksg.co.in/naac/new/AQAR-2020-21/AQAR%202020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

During the second cycle of certification, the NAAC Peer team advised us that insufficient infrastructure needed to be fixed. Consequently, our management gave us Infrastructure renovations were finished, including the installation of marbonite tiles throughout the entire building, wiring, fabrication, and equipment layout. Digital mode is used for the majority of communication, notices, student admission and assessment, and financial and account-related activities. In every classroom, there is an LCD projector, Internet access, and battery backup available.

Another study with internet and Wi-Fi is available at the library. Software, barcode technology, e-books, etc. added. The way that people teach and learn has changed. Using ICT for learning and LMS resources on the Internet and e-books are accessible. The additional features are included in Google Classroom. The institute offers

workshops, seminars, and numerous extracurricular and co-curricular activities for the students' overall growth of the students' For overall growth, the institute offers workshops, seminars, and numerous extracurricular and cocurricular activities. For the Academic Growth Institute offers guidance for the CET, CTET, TET, and TAIT exams.

Deserving students receive financial awards to begin their further studies. For school teachers and B.Ed. students, the Alumni Association oversees a number of events.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our institute building is 2 km away from Gadhinglaj city and the locality is pollution free and airy. Also, there are lots of trees around the college,so the environment is airy and well-lit. So there is no need to use fans or lights in every classroom. Also,the institution has done proper planning while constructing the college and hostel building.Large windows and doors allow plenty of sunlight and ventilation throughout. Also LED bulbs have been used in all the classrooms of the college. Therefore,70 to 80% of electricity can be saved due to the planning strategy of the organization. We have instructed all our students and staff members to avoid excessive energy consumption thus helping to save energy. Also, generator have also been provided in the college.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in

not more than 100 - 200 words.

Dinkarrao K. Shinde College of Education is situated in a scenic environment outside the city so the area is pollution free. Since there are a lot of trees around the college, there is a lot waste due to falling leaves of the trees and also since the children admitted here come from outside the village, they bring tiffin while coming, so there is a possibility of spoiling the food, so the institute has properly planned the waste generated here. Dustbins are placed in every classroom. It separates dry and wet waste. Also compost fertilizer is made from this waste

and applied to the trees in the college campus. Also, notice boards have been put up at various places to keep the area plastic-free. An awareness program has been organized on the occasion of 5th June Environment Day to keep the premises clean among the students. Therefore, the institution has succeeded in keeping the college premises pollution free.

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

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

Two of the above

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

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

Two of the above

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

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

The environment of our college is clean, quiet and pollution free as the building of our college is far away from the city and industrial establishments. There is no lack of ventilation as there are many trees around the college. The institution has made sincere efforts to maintain the cleanliness of the college premises and building. Our college peons are always ready to keep the entire campus clean. For this, equipment like broom, wiper has been provided to them. Dustbins have been placed in every classroom, office, staff room, library, lecture hall passages etc. Also, door mats are placed in front of each class. The organization has provided disinfectants and plenty of water to clean the toilets. Aquaguard has also been provided for drinking water. Hand sanitizers were made available to all students and staff in the wake of the Covid-19 pandemic in this way all the staff and students of the institute are trying to maintain the cleanliness of the campus.

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

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

Three of the above

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

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

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Our organization takes full advantage of the local environment and knowledge. Be it eradication of superstitions or village cleanliness, some activities are constantly being carried out. In the academic year 2021-22, on 16th March 2022, he visited the neighboring village of Beknal and cleaned the village and presented a short play on the elimination of superstitions so that the superstitions in the minds of the people would disappear and the feelings of cleanliness would be awakened in their minds. Also, it was seen from his behavior that he got the knowledge from our student on how to behave in the society without falling prey to any the bait .Also, he visited the village of Kitwade on April 20, 2022 under the initiative school and interacted with the teachers and

children there and learned about the activities being carried out. Also, the students of our college performed the educational game that we know by including those students. Therefore, the institution is taking advantage of the local environment in such a way that it has been seen that the curiosity of the students has increased and their knowledge has increased.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

Best Practices 1

Title - Diverse programs for the enrich personality of the trainees

Goals :

1. Planning a variety of activities
2. Implementation of various activities.

Target group:

1. First and second year trainees .

The Practice:

1. Visits to schools and innovative learning centers.
2. Conducting a lecture by an expert

Problem :

1. Non - availability of school while visiting school and innovative learning centers.
2. Difficulties faced in planning the time of expert person.

Outcomes:

1. The student developed the ability to overcome the difficulties faced while working as a teacher .

2Title - Use of modern information technology to promote reading culture.

Goals -

1. To develop reading ability of readers using new technology.
2. Development of QR code and website to enhance reading ability of readers.

Target group -

1. First and second year student.
2. Professor and DSM, M.A. Education students.

Practice -

1. E - materials were made available to the readers by making QR codes to increase their reading ability. So after scanning the QR code, they used to get the information they wanted.
2. By making a separate website and web blog of the library, the readers were informed about the materials available in the library through it so that the readers could open this website and review the materials in the library.

Problem

1. Range problem while scanning QR code or opening website.

Outcome -

1. Readers can read e - materials anytime and anywhere due to QR code and website.
2. Web blog provides information about new books in the library.

CONTACT DETAILS - Dr. S. M. RAYKAR Mob. 942380117

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

7.3 - Institutional Distinctiveness

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

"There should be no village without a school and no school without a trained teacher." Dr. A.D.Shindesaheb, the founder of D.K.Shinde College of Education, Gadhinglaj, cultivated this ideal throughout his life and with that vision, he established Dinkarrao K Shinde College of Education in 1990 and worked to create an ideal teacher through his institution. Various programs are organized to make the trainees a well-rounded teacher.

Internship program is one such program. In order to run an internship program effectively, it needs to be properly planned from the very beginning. This planning involves the education authorities, college faculty, principals of internship practicing schools. Every year before the internship, the principals of the visiting schools organize and plan a forum meeting. Internship schools include rural, urban, Marathi, English medium schools, as well as junior colleges. Therefore, students-teachers get teaching experience in these diverse schools. Apart from the course, the internship program organizes lectures on various topics like street plays, tree plantation, rallies on various social issues, environmental awareness, etc. In the internship program each group prepares a report and presentation of the internship activity. Each group is assisted by a faculty member. During the internship period the trainees have to represent each program so their knowledge is added very well as each group organizes different activities. In this way various programs are organized by the organization to develop socially committed teachers.

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