SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANGALMURATI BAHUUDDSHIYA KRIDA MANDAL CHHATRAPATI RAJE SAMBHAJI COLLEGE OF EDUCATION JALGAON

GAT NO. 181, NEAR KBC NORTH MAHARASHTRA UNIVERSITY MAIN GATE, NATIONAL HIGHWAY BAMBHORI
425001
www.scrsbed.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chhatrapati Raje Sambhaji College of Education affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon is located at prime location of Jalgaon and easily accessible. College has Connectivity with Various Public Transport. Its Self-Finance College governed by Mangalmurti Bahuddeshiya Krida Mandal Chhatrapati Raje Sambhaji College of Education has been Pioneer in Co-Education.

The functioning of college is decentralized through various Committees and cells. Representatives from the Management, Principals, faculty members, staff members, students and alumni are part of the committees and cells. Transferency in the working system is one of the best features of our institution.

The college has all the required teaching staff, Library, Laboratory etc. The college Library has a collection of more than 3081 Numbers of Books, E-Journals, Encyclopedias, Reference Books, E-Software's. The college will run on its own land and building available.

Chhatrapati Raje Sambhaji (CRS) College of Education is established in 2008-09, but started first batch from June 2010 is outcome of the sincere and dedicatory efforts of the trust members under the bold charismaticleadershipofR.V.Patil,Sau.MaltiR.Patil,………………….Theinstitutiononthewaytoberecognized by the NCTE and affiliated by the KBCNMU, Jalgaon.

The statutory bodies of the college are the Governing council, the advisory committees and the college development committee. These bodies along with the IQAC Play an important role in framing policies and executing them. The Governing Council functions as the Executive body of the college to take decision and plan strategies which are appropriate for the development of institution. Advisory Committee and college development committee is responsible for scrutinizing the proposal with regard to the programs of study, academic regulations, curriculum, syllabi and framing evaluation policies. The college office comprising of Administrative and support staff coordinates the Administrative activities under the office superintendent in consultation with the Principal.

Codes of professional ethics guide all stakeholders of the college about its Principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of Principal, Heads and Committee Members Plan for Organizing Curricular and Co-Curricular activities. The college Practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The college has been importing quality education as a means of empowering student teachers so that they recognize and fulfill their roles and responsibilities as equal contributions towards nation building and making India a forerunner on the global map under the guidance of their teachers.

Vision

'Chhatrapati Raje Sambhaji (CRS) College of Education aspires to be leading institution the country offering high quality teacher education to enlighten, emancipate and empower the students-teacher fraternity and to foster lifelong learning.'

The vision of the college is not merrily continued to import knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce teaching professionals who would make significant and lasting contribution to the cause of education in the country.

CRS College of education envisions a world where all learners are equipped to thrive in a dynamic future. Now is a transformational time in education. We are in the cusp of imminent breakthroughs that will change our ability to improve teaching and learning for all. Today, we visualize CRS College of education as a premier educational institute that continually responds to the changing social realties trough the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all with special emphasis on empowerment of student teachers.

Through exceptional professionals education that is responsive and relevant to the challenges that practitioners face. We can equip and empower educators and institutions around the country to improve their practice in service of their students, schools and communities. A diverse dynamic and collaborative institution, CRS College of Education is focused on contributing to improve educational opportunities and outcomes for individuals across the entire lifespan. The college fosters academic and career success through the development of critical thinking, effective communication, creativity and cultural awareness in a safe accessible and affordable learning environment.

We provide caring and nurturing environment where our students come in to their own, blossoming into confident Young Teachers ready to face the world. At CRS College of Education, we appreciate respect and promote the perspectives rights and dignity of each individual.

Mission

'We are committed to provide trained and committed student teachers with multidimensional qualities and professional competencies in the field of Education'.

CRS College of education is committed for educating the next generation of professional and academic leaders who join us in transforming society through collaboration innovation and knowledge creation.

CRS College of education is committed to provide training to students teachers to meet the changing socio- economic needs with human values and purposeful responsibility and to achieve excellence with quality in every activity.

Our mission is to teach strategies practices and tools for addressing educational problems and to prepare practitioners policy makers and researchers who can develop equitable educational opportunities we enable talented individuals to develop and express themselves fully and help them in becoming exceptional leaders in the field of education.

The success of the institutions mission is driven by value based ethical behavior of its committed faculty members staff and students. College believe that all aspects of education focus on the core value of contributing to National development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct. The mission of the college is not merely continent to imparting the knowledge in the classroom but it means of reinforcing values of love compassion equality and justice. We aspire to produce academically oriented sensitive and responsible citizens who will contribute towards making the world a better place. We accompany and mentor our students so that they develop as person of competence compassions and conscience and empowered with ignited minds and heart's pursue the goal of transformation of our society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

*CRS College of education makes an important societal contribution in addressing gender disparity in the field of education and academia through education training empowerment of student teachers.

*Members of governing body are eminent and experienced academicians and Administrators who contributes significantly while policy formulation and major decision of the college.

* Well qualified and experienced faculty actively involved in teaching learning research and extension activities.

*Faculty member provide opportunities to attend various faculty development programs throughout the year.

*Participation of students in various sports cultural activities.

*Easily accessible location of institution

*Well ventilated and spacious classroom

*Well-furnished classrooms libraries and other amenities

*Highly committed and supportive alumni network

*Time-bound examination system and declaration of results

*Value-added course to current demand and trends

*Library with large collection of books journals and availability of separate reading room for students and teachers.

*A will defined student admission policy.

*Adequate students support services

*Internship opportunities and teaching practice for students in top schools of Jalgaon City

*Transparent feedback system

*The college follows a dialogic and feedback process with all the stakeholders.

*An active internal quality assurance cell (IQAC) plays a central role in the monitoring augmentation and sustenance of the overall quality of the institution.

Institutional Weakness

*With a view on institutional growth and development the number of permanent teaching staff in the college needs to be increased

*CRS College of education is focuses on teaching and learning activities rather than on research. Therefore there is limited scope in enhancing the research practices in campus. Needs more efforts in research work.

*The college being a constituent college under Kavyitri Bahinabai Chaudhari North Maharashtra University Jalgaon is limited by the program structure and curriculum prescribed by the University and therefor does not have much flexibility in this regards.

*Lack of interest in research work

*Lack of educational awareness among parents

*No hostel accommodation for the students.

*Number of volumes and journals in the department library need to be increased.

*Soft skills and communication skills of students need to be improved.

*No sanctions of higher education is master's program.

*Limited facilities for differently able students

*Non availability of NSS scheme for students

*Non participation of students in activities at National and international level

Institutional Opportunity

*The college has specialist campus and playground with scope for further improvements in the creation of infrastructure and other physical facilities.

*The college is located near the University gate that is convenient accessible for the students.

*Focus should be on improving research activities.

*Increase in internship linkages for providing better opportunity to students.

*Scope for providing research and post-doctoral studies

*To organize more faculty development programmes for professional growth of teachers

*To introduce credit based system of courses

*To use reputation for providing quality courses

*Can help the growth backward sector students in an excellent manner.

*Introducing master courses in the campus

*Expanding partnership and engagement opportunities within the our society.

*Availability of resources for differently able learners.

Institutional Challenge

*Motivating faculty for research by getting research grants from various funding agencies

*Publishing Journal of CRS College of education

*Linkages with government organization and various institution at National and international levels

*To achieve excellence in academics by involving masses from socially weaker sections.

*Not able to apply changes as suggested in NEP being an affiliated college

*Curriculum planning and curriculum development is not in control

*Funding facility is not available

*After Covid 19 pandemic CRS College of education has decline which impacts revenue and programs

*The initiation of any new academic program request a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

The commercialization of education and change in the societal values present a challenge to the service Motto of the college

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects of CRS College of education is governed by KBC North Maharashtra University Jalgaon. College executes the curriculum provided by University very effectively.

Our college remains indirect contact with BOS for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in transparent and effective manners in the institution through academic calendar session plans and time table. The syllabus pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic process is streamlined with time tables workloads and other administrative tasks prepared well in starting of new sessions.

Elective papers in the curriculum have always been retained to maintain flexibility. The students are given choice to choose elective courses based on their aptitude skills and aspiration. To Develop skills and for professional enhancement of students college has introduced main value added courses and self-study courses for students. The Curriculum is design by University in such a manner that students can naturally learn. Faculties also try inculcating the national and international cross cutting issue in classroom. Seminars project work and group discussion has been organized on different topics to develop a constructivist approach. Experiential learning through internship projects and field trips is specially facilitated.

The college engages its staff and students in several co-curricular activities and commemorative day celebration extensions and outreach programs etc. To enrich them with wide variety of co-curricular development genders sensitization awareness to environmental issues shaping moral and ethical values better career options and community orientation.

As a learning organization is focus on improving so continuous process of obtaining feedback from different stakeholders is followed to make our student employable and a good citizen of the society.

Teaching-learning and Evaluation

The institutions ensure access and support to students from all sections of society. The college has well-designed policy "Policy for classifying students into different Learning levels and catering them according to different levels" for students.

The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing e-content. Students are motivated to use ICT support for their learning, Practice teaching, Internship and co-curricular activities.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Jalgaon city. Effective monitoring mechanism is in place during internship programme.

The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops.

Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 2691.30 Sq.m. That consists of Multipurpose Hall, Classrooms, Sports Room, Staff Room, Girls & Boy's Common Room, Library Cum-Reading Room, Laboratories, Yoga Room, Principal Office, Administrative Office, Store Room, Conference Hall. Curricular and co-curricular activities are taken up in multipurpose hall.

The library is well defined, Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consist wide varieties of text books, Reference books of various subjects, magazine, Journals, e-bboks, e-journals. The institution has subscribed for DELNET of journals.

To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements.

The need for the purified water is pacified through the water coolers set up on each floor. Enough toilet blocks for male and female available in college. Uninterrupted electricity supply is ensured in the campus with the help of many inverters and UPS system. Sports department have facility of sports tools for male and girl students. Yoga room have facility of yoga mats for Teachers and students. The maintenance and renovation of the learning resources and facilities in the college is funded by the management and is done as and when required.

Student Support and Progression

The institutions ensure access and support to students from all sections of society. The college has well-designed policy "Policy for classifying students into different Learning levels and catering them according to different levels" for students.

The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing e-content. Students are motivated to use ICT support for their learning, Practice teaching, Internship and co-curricular activities.

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Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation.

Governance, Leadership and Management

The governance of the college is very democratic transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspective for effective decision making and policy formulation. The leadership strive to maintain and open and interactive environment to achieve mission of college. The college practice decentralization and participative management through different committees.

College has perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures.

There are a number of welfare measures for the benefit and non-teaching staff. They are also provided with opportunity and financial help to attend professional development programmes. The college has organized various faculty development programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal system. The college conducts regular internal and external audit and prepare and annual budget.

The IQAC coordinates all the quality related activities by developing an organized methodology of documentation and internal communication enhancing and internal communication enhancing and integrating the various activities of the college and ensuring the adoption dissemination of good practice. IQAC gathers online feedback regarding the effectiveness of the teaching learning process. Various quality initiatives for improving the quality culture are taken by the institute under the guidelines of IQAC.

Institutional Values and Best Practices

Chhatrapati Raje Sambhaji college of education Pioneered in displaying the best institutional values and practices. Environmental consciousness has been and integrated component of the college activities. The institution is committed to sustainable development and protection of the environment. It's engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. Institute has developed framework and energy guidelines adhering to national policy for emerge conservation. The institute is conscious of its activities generating waste and ensures that all the waste used and disposed responsibly. Solid liquid and e-waste management system is working as per the norms.

The campus seeks to become a zero waste campus and strive towards it. Institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground Water has been implemented. The institute promotes and aligns goals to National mission of Swatch Bharat which bring about change in behavioral and attitudinal expect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene safe water waste water disposal solid waste disposal food hygiene and environmental sanitation has been implemented in the college.

Research and Outreach Activities

CRS College of education is keenly involved in creating and promoting research culture amongst the faculty and Students College in its institution of budget makes provision for research and development. CRS College of education has design the research policy to promote the research the motivating the faculty members and

students. Our faculty member publishes books. To facilitate more research, the research cell under IQAC initiative organized conferences, seminars.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGALMURATI BAHUUDDSHIYA KRIDA MANDAL CHHATRAPATI RAJE SAMBHAJI COLLEGE OF EDUCATION JALGAON
Address	Gat No. 181, Near KBC North Maharashtra University Main Gate, National Highway Bambhori
City	Jalgaon
State	Maharashtra
Pin	425001
Website	www.scrsbed.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	AVINT SHIVAJI PATIL	0257-2234120	9284015110	0257-2234120	smbkmb.edcollege@yahoo.co.in
IQAC / CIQA coordinator	VISHVANATH HIRALAL MAHAJAN	-	9423487808	-	mahajanvishvanath@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	26-05-2015	171	Valid Till Further Changes

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gat No. 181, Near KBC North Maharashtra University Main Gate, National Highway Bambhori	Rural	0.742	2691.3

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Graduate	Marathi	100	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				3			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	5	4	0	9
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	0	0	0	38
	Female	62	0	0	0	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	1
	Female	2	3	3	5
	Others	0	0	0	0
ST	Male	3	3	5	7
	Female	3	6	0	2
	Others	0	0	0	0
OBC	Male	19	24	7	16
	Female	25	22	27	24
	Others	0	0	0	0
General	Male	17	10	10	12
	Female	19	24	32	25
	Others	0	0	0	0
Others	Male	7	2	7	2
	Female	5	5	8	6
	Others	0	0	0	0
Total		102	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in India ethos that contributes directly to transforming India that is 'Bharat'. Sustainably an equitable and vibrant knowledge society. The vision of National Education Policy to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options form the range of program. The NEP 2020 calls for structural changes regulatory reforms and introduction of holistic and Multidisciplinary curriculum its biggest impact

	would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is there for more than the creation of greater opportunities for individual employment. It Represent the key to more vibrant, socially engaged, co-operative communities and a happier, cohesive, cultured, productive, innovative, progressive and prosperous nation. When we discussed about NEP 2020 with our staff and other sources related to Education a main thing is understood that as diversity for all curriculum and pedagogy with technological innovations in teaching and learning encouraging logical decision making and innovation critical thinking and creativity. Already we are using different innovative methods and technique like Blended learning, team teaching, co-relation, integration to provide multidisciplinary and interdisciplinary experiences to the would be teachers. During the pandemic situation we have organized different workshop for our students to provide them training about online Teaching and learning.
2. Academic bank of credits (ABC):	The Academic Bank of credits (ABC) will be of great help to the students. It will allow students to take courses as per their vocational, professional or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit there aptitude and quest for knowledge. The ABC can allow students to Tailor there degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. The academic Bank of credit concept is yet to be implemented by the affiliating University we are waiting for university guidelines to implement ABC.
3. Skill development:	To understand vocational education we had conducted a virtual discussion session among all faculty member on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need. "Vocal for Local" to explore the vocational courses useful for the local and course need.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Indian knowledge system will include knowledge from ancient India to modern India and crier sense of

online course):	Indians future aspiration with regards to Education, Health and Environment. CRS College of Education (B.Ed.) celebrates Marathi Divas to encourage Marathi learners and understand the cultural values permeated by the literary works in Marathi. Through Drama and Art in education we provide them exposure towards Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian knowledge system, languages, culture and values.
5. Focus on Outcome based education (OBE):	CRS college of Education (B.Ed) adopted outcome based education for B.Ed programme. Learning outcomes have been appropriately defined at program and course level and appropriate learning experience are design and delivered to facilitate attainment of the stated learning outcomes. Out Comes are assessed and attainment analytics are used to improve the academic quality. B.Ed course is designed with outcome centered on cognitive abilities namely remembering, understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 (NEP – 2020) envisions complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The Policy propagates that HEIS that fulfill stipulated criteria should offer online programs so as to reach out to geographical and socio-economically disadvantages groups. Due to Covid-19 pandemic educational Institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conference and meeting. Institute has successfully imparted it's courses content delivery in online mode during the pandemic Covid-19 and also conducted online examination successfully by using our own team. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	No

set up in the College?	
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	100	100	97
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	100	100	97

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
95	102	100	113	82

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	100	100	97

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	10	11	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
12.25	10.61	15.29	19.47	11.70

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 30

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

15-04-2024 01:27:39

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Curricular aspects of B.Ed. course in Chhatrapati Raje Sambhaji B.Ed. College are governed by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, Maharashtra as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholders groups and the university within the larger societal context.

The college level meetings are held before the start of new Academic year to discuss and plan in advance the execution of course in the subsequent year. Teaching focus, class assignment, internal assessments, use of reference materials, Teaching Aids for student teachers are discussed. The college has practice of inviting external experts with the view to ensure quality of education and objectivity in the teaching learning process. We at CRS College of education also focus on mid of year curriculum planning to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the session gives us an overview of what should be improve and removed in order to make the teaching process and content more student friendly.

Being an affiliated college of KBCNMUniversity we do not have much leverage in revising or removing the content but we definitely forward our feedback every year to the university official based on the views received from Experts, Employers, Teaching Practice Schools, Students, Alumni and Teachers etc. so that necessary actions can be taken by university.

At CRS College of Education, we have also designed a module on skill development and value education as per the local demand which is an additional input and helps us in general development of the region.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last completed academic year

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	12	12

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	12	12

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 6.8

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	5	5

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	100	100	97

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways

through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 76.55

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
98	38	83	81	82

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

A Fundamental Understanding of the field of Teacher Education.

To give understanding about the field of teacher education, number of efforts are made by the institutions liked Induction orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed. programme. The syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year courses of teacher education this all is oriented to them by the principal of the institute. In the same direction numbers of expert talks are arranged for the students and the resources persons are invited from the field of teacher education like Principals of different schools, members of different eminent organizations who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

Procedural knowledge that created teachers for different levels of school education skills that are specific to ones chosen specialization

The curriculum followed by the institute which is a affiliated KBCNMUniversity, Jalgaon helps students gain systematic knowledge and develop different skills through the course like skill development programme which include micro teaching skill like skill of SET Induction, skills of questioning, skill of Illustration with example, skill of Black Board writing, skill of stimulus variation and Reinforcement and Integration lesson.

The two pedagogy courses which are choose by the students provide opportunities to develop the skills of creating Teaching Learning materials in the subjects chosen, preparing activity based lesson plans organizing exhibitions etc. Trough conducting group discussion / group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding all the activities involved in these courses which help in the holistic development of our student teachers.

This procedure is followed systematically every year.

Capability to extrapolate from what one has learnt and apply acquired competencies.

The curriculum aspects of courses at the institute are governed by KBC North Maharashtra University which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms.

Another course is a part of the curriculum which is very essential in today's scenario is learning to use computers this course provides opportunity to students-teachers to learn and prepare multimedia presentations which is an essential requirement of their professional life. The students make assignment on preparing Blueprint and constructing achievement tests.

Skills / Competencies such as: Emotional Intelligence, Critical thinking, Negotiation and Communication skills, Collaboration with others etc.

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has strong focus on developing skills and competencies among the students.

For developing Emotional Intelligence the course on understanding the self focused on aspects of development of the inner self revisiting ones childhood experience-influences, limitations and potentials-while empathizing with one's childhood and also the childhood experience of one's peers.

Research projects are done by the students where students work on solving problems and develop their critical thinking the opportunity of reviewing an educational website and reflection on OER is also done by students to develop their critical thinking

Communication skills are developed through the courses Drama and Art in Education.

Numbers of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

The college aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. In this streamline the students are made aware the development of the school system in India through briefing them about the various commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, IB, and State Boards. They are assigned different group activities so that they can do team work and search upon these aspects in more detail.

In this regards a departmental meeting is organized for planning activities and assigned activities to the students. For this purpose students are divided in groups randomly according to their registrations numbers and a total of four activities were planned: Project, Seminar, Group Discussion and Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

1) Project on Development of the school system in India after Independence.

2) Seminar on Diversities in various Boards of school education in India with respect to Functioning, Norms Standards, Assessment system.

3) Group Discussion on state wise variations in school system in India.

4) Multimedia presentation on An International and Comparative perspective of the school system in India.

The topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them on completion of the activities. Students became familiar with the diversities in the school system in Indian as well as in an International and Comparative Perspective.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The designed curriculum helps students to understand the inter connectedness of various learning engagement as well as steadily getting ready how they enter from lower to higher class and in the final year become completely ready for the professional field. In this way direction number of practical courses is introduced to students which start from their First year with orientation and demonstration of Micro Teaching Skills. Here focus is on lesson planning and Teach-Re-Teach of different teaching skills namely-Set Induction, Questioning, Explanation, and Illustration with example, stimulus variations, and Black Board writing skills. After this for enhancing student teacher skills Integration lessons are introduced opportunity is given to practice various skill of teaching in an integrated way.

In second half of year Student Teacher move to a higher level and engagement with field is done where the student teacher are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustration, and scope for student's active participation.

This practice teaching is followed by Internship of 17 weeks in a school, where students are involved in lots of activities like study of Time-Table, year plan, Unit plan, Lesson Plan of school Teacher, co-curricular activities conducted in school, Morning assembly and Display Boards of school., observation of school facilities such as science laboratory, library, playground, sports facilities, computer laboratory, geography room, drawing room, music room, knows about headmasters work, head clerk work, planning and conductive minimum two periods per day, preparing and implementing a unit test including easy type, short answer type and objective type test items and making blue print under guidance of teacher in school and assessing answer sheets, presentation and interpretation of results, giving feedback to students.

Student Teachers using a constructivist approach in teaching, identifying learning difficulties of students preparing and implementing remedial material. Preparation of test items, learning about various registers in office, conducting assembly, and organization of co-curricular and health related activities, conducting interview of Headmaster to know more about school functioning, innovative practices etc.

At the end of IInd year our student teachers prepare a portfolio file the objective is to enable the student organizes ideas, thoughts and evidence systematically-express ideas and thoughts about various aspects of education reflect on experiences obtained during the B.Ed. program.

Thus all these activities which move from lower to upper level prepare students for their professional field.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 99.8

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 55.2

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
29	30	28	32	19

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.8

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	00	00	01

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

Details of assessment process to identify learning readiness and learning needs acc to diversity that exist among students.

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counseled at the time of admission and an orientation program is organized in which students are familiarized with the course. Mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class. Their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through 'Diagnostic' and learning readiness Test'. Previous year marks, classroom participation and 'Talent Hunt' conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environmental based on the needs of the students. Their academic needs are assessed and department makes sure that they provide the required support to the student be it technological or verbal to ensure better learning.

* Academic Support

Students are informed about their level of learning and support is provided to them accordingly. CRS College of Education is focused to provide every type of possible academic support to the students. Some of them include Guest lectures, workshops / seminars, Groups discussion, Remedial classes etc. A well-stocked library and computer resource center provide all students access to books, Journals and e-resources. Academic support is provided to different ways as discussed below:

For Slow Learners –

To cater the needs of low learners, special remedial classes are organized by teachers. With the increase in number of students from Marathi medium schools, the medium of instruction is now bilingual.

For Moderate Learners

Well framed time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefited. Guest lectures are also arranged for them.

For Advance Learners

Advance learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies like Mind games (odyssey of mind, McMillian project) showcase their talent in the best possible way. Different types of seminars and workshops are also arranged for them.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.5

2.2.4.1 **Number of mentors in the Institution**

Response: 12

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

CRS College of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teaching for enhancing students learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning: Demo and practice session for Micro teaching skills, Demo and practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities

to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Participative Learning: To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars; making teaching learning materials, organizing Exhibitions, participation in programmes both intra college competitions etc to develop participative learning among all the future teachers.

Problem Solving Methodologies:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocutions, writing for scripts for Nukkad Natak are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Focused group discussion:

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode:

Conducting online classes through Zoom, Google Meet, Use of Whatsapp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like Google forms, etc. are also taught to the students which can be used by them further.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

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

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

      1.**Understanding theory courses**

2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	**View Document**
Geo-tagged photographs wherever applicable	**View Document**
Data as per Data Template	**View Document**
Link of resources used	**View Document**

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

CRS College of Education has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

- Developing students listening and speaking skills.
- Having positive attitude towards things
- Focusing on strength of team members
- Show gratitude
- Accept and appreciate differences
- Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at CRS College of Education that they should know how to deal with student diversity in actual classroom environment. Thus mentors suggest different

ways to deal with student diversity:

Divide students into slow, moderate and fast learners Provide remedial classes to weak students

Provide additional support to moderate learners Provide enriching material to fast learners engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

Respect people

Find a way to get along with everyone at workplace

Practice good etiquettes while communicating with colleagues and authorities Practice good etiquettes related to personal hygiene

Be kind to colleagues

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at CRS College of Education work for the welfare of students by guiding them for the same.

- Prioritize your time

- Set manageable goals each day

- Be realistic at home and work place

- Practice meditation and yoga

- Be efficient with your time

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors CRS College of Education motivates students to:

- Read Educational journals, magazines, blogs etc.
- Search for websites which provide more specific topic oriented articles
- Follow the news in the world

- Attend different Seminars and Conferences
- Guiding students for use of computers

Thus, Mentors at CRS COLLEGE OF EDUCATION maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

The teaching learning process at CRS College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity.

Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Case 1

Students at CRS College of Education to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day, Flag Day, Marathi Day, Teachers Day, International Earth Day, International Yoga Day, Yuva Day, Mothers-Fathers Day etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Case 2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at CRS College of Education College of Education make efforts in this direction of developing these skills through different tasks.

Through the practical course of Drama & Art in Education students at CRS College of Education get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at CRS COLLEGE OF EDUCATION provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at CRS COLLEGE OF EDUCATION provide an opportunity to visit any person i.e. education related organization working for empowerment / issues related to student teachers, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct

life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

Case 1

CRS College of Education College of Education in association with Hurtfulness Institute organized a Workshop on Stress Management. The workshop focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at our home and workplace. Dealing with stress in daily life is a very important life skill and teachers equally help students by mentoring for the same.

Case 2

Learning to protect our own bodies, creating strong personal boundaries, self-defence and personal safety is something that's absolutely necessary in today's world. In the same reference.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. Planning and scheduling academic, cultural and sports events in school
2. Planning and execution of community related events
3. Building teams and helping them to participate

4.Involvement in preparatory arrangements

5.Executing/conducting the event

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

1.Library work

2.Field exploration

3.Hands-on activity

4.Preparation of term paper

5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification of schools for internship: Participative/on request:

*It is done by keeping in view the following parameters and on request to the schools:

* Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.

*Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.

1. **Orientation to school principal/teacher's:**

CRS COLLEGE OF EDUCATION Principal and Head of Department make one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees.

The list of activities are shared with the school principal through Whatsapp/Calling/email/Post/Tapal.

1. **Orientation to students going for an internship:**

Following methods are used for orientation of the students towards internship:

*Students are informed about the school's requirements and do's &don't within the school.

*Guidelines are given to students for their apt behavior with school authority, students, parents and dress-codes as a part of their teaching practice.

*Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

1. **Defining role of teachers of the institution:**

The college defines roles of teachers in the following manner:

*On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.

*Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.

*Student's doubts are discussed with the school and a smooth flow is ensured by the teachers**.**

1. **Streamlining mode/s of assessment of student's performance:**

The training program formally assessed for each of the intern throughout the internship in the following ways:

*Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.

*Peer observation is another part of assessment whereby the peers will assess and look after their co-

teachers and suggest them for improvement.

*Internees record their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.

1. **Exposure to variety of school set-ups:**

 * Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.

* CRS COLLEGE OF EDUCATION tries to provide both government and private schools to students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 10.2

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 10

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

CRS College of Education College of Education conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, KBC North Maharashtra University, Jalgaon. We at CRS College of Education follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of in charge, GPS location of the school, nearby railway-station/ bus stands etc. The school principals are requested for an orientation on the first day of

internship.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.
3. They also look after the problems faced by the students in the schools and provide viable solutions at her level.
4. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.
5. Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

1. To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement

ROLE OF SCHOOL TEACHERS

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

1. To sit and observe peers throughout class duration.
2. To monitor peers for better performance.
3. Discussion upon presentation is done among peers for improvement.
4. To reflect upon observation and improving oneself.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 85

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

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 68.63

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 07

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 3.9

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

Response: 39

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers at CRS COLLEGE OF EDUCATION put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at CRS College of Education College of Education aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education.

* To make themselves aware about recent changes and development in education system.

* To create awareness regarding issues of policies and regulations.

* To strengthen the base of students according to change in system.

* To get ready for changes in education system.

* To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, teachers at CRS COLLEGE OF EDUCATION conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated

with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NEP etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

Teachers at CRS COLLEGE OF EDUCATION also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Terms of discussion of policies and regulations have been mentioned in the MoU's. Efforts have been done by all institutions to increase discussion on education system**.**

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

CRS College of Education College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. CRS College of Education has adopted the following measures to maintain the quality of Internal Assessment-

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.

2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3. The records of the students are maintained by the faculty and they are

4. Assessed on the basis of their performance in curricular as well as co-curricular

5. Curricular areas.

6. Internal assessment is done for all students as per the university criteria.

7. Cumulative records of students' participation in various activities are maintained.

8. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment –

1. I**nternal Exams**-Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. CRS COLLEGE OF EDUCATION views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.

2. **Class test**-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments.

Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in – **EPC-1, EPC-2, EPC-3, EPC-4, EPC-5, EPC-6, EPC-7, EPC-8, EPC-9.**

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)	

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

CRS College of Education college of Education has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances. We look up to the grievances in the following manner-

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are-

 *Marked absent in the assignment

*Marks deduction due to not showing appropriate performance in any one of the assignments**.**

 External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are-

 Pre-Examination Grievances

* Not getting Hall Ticket for the examination

*Different subject mentioned on the admit card

*Name is not correctly written on the admit card

*Candidate's Photo missing

*Form filling receipt not provided

Post-Examination Grievances

* Result not declared

* Name not found in result list

* Absent marked in specific papers

* Absent marked in all papers

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process,

Examination committee is formed at the college level which monitor **Overall internal assessment process.**

 The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

 Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type of schedule internal evaluation is Planned in consultation with the head of the department.

 Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazette holidays as well as other planned activities of the college such as the Festivals, Annual Day ,Sports day, Yoga Day, etc.

 IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

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

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLO) are aligned with the vision and mission of CRS College of Education. CRS COLLEGE OF EDUCATION focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program. CRS College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

Programme Learning outcomes and Course Learning Outcomes : Program learning outcomes of B.Ed. :

After completion of the B.Ed. program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools

2. Apply knowledge of various aspects of development of learner for planning learning experiences

3. Develop skills regarding various role of teacher in facilitating learning

4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education

5. Apply constructivist and cooperative learning principles for teaching-learning process

6. Analyze contexts and the relationship between school curriculum, policy and learning

7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school

8. Use information and communication technology for enhancing learning-teaching process

 9.Use drama and art for development of personality of learners

10. Relate knowledge about gender, school and society with learning

11.Acquire basic understanding about new trends in education

12.Develop professional attitude towards teaching

Pedagogical Skills:

- apply constructivist and cooperative learning principles for teaching-learning process

- analyze contexts and the relationship between school curriculum, policy and learning

- apply knowledge of the cultures, policies and practices that need to create an inclusive school

- use information and communication technology for enhancing learning-teaching process

- use drama and art for development of personality of learners

- relate knowledge about gender, school and society with learning

- acquire basic understanding about new trends in education

- develop professional attitude towards teaching

CRS COLLEGE OF EDUCATION framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

 * Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.

* The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all

Courses/programs are made available on the website.

 * Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation.

 * Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 74.15

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
82	99	92	63	34

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The college offers a B.Ed. programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning.

Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments.

The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members.

Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes.

Different ways in which the students and staff are made aware of learning outcomes are as follows:

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.

b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers.

c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during Annual day.

e) The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.

f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

Approaches for measuring students' learning-

Summative assessments- Tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment- Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours or in written comments on assignments.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 98.04

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities**

during last completed academic year

Response: 100

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.5

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

Response:

CRS College of Education focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1. Poonam Prabhakar Jadhav from batch 2018-2020 was a slow learner at entry level. Did not perform well in diagnostic test and learning readiness test conducted at entry level as well. She was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.

2. Subodh Tryambak Shimpi from batch 2018-2020 was a moderate learner at entry level. He was provided with extra study material. Some open educational learning resources were informed to him. He turned into advance learner at the end. He stood second in the college.

3. Nita Jagdish Patil from batch 2018-2020 was not good in the curricular activities. At entry level she did not participate in talent hunt also. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.

4. Bharati Vishwanath Pachpande from batch 2019-2021 was a moderate learner at the time of entry level. She got 60% in graduation. She was moderate learner. She was capable of doing better. She was guided in mentoring session. She scored very well.

5. Shubham Chhagan Bhoi from batch 2019-2021 was not interested in taking part in co-curricular activities. He was afraid of speaking in front of other students during talent hunt. So, he was prepared during mentoring session. After that he performed in different activities.

6. Pankaj Punamchand Chaudhari from batch 2019-2021 was a moderate learner at entry level. He was not able to write appropriately that is the reason he was not able to get good marks in graduation. Now he performed very well. Lesson plans written by him are really showing improvement in his performance.

7. Bhagyashri Govinda More from batch 2020-2022 was not interactive in the class at entry. She was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. She turned out to be a active participant in the class.

8. Ketan Pralhad Patil from batch 2020-2022 was a slow learner at entry level. He did not perform well in diagnostic test and learning readiness test conducted at entry level as well. He was provided with remedial classes, notes providing etc. He got very good marks in B.Ed. course.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.79

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

　　　1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed

innovations

2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.59

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	00	01	01

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.39

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 6

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
07	03	05	09	06

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 1

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	3

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 73.15

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
74	75	74	72	70

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

As the great saying goes, "Alone we can do so little; together we can do so much". The power of social work is immense. The prospect of helping the needy, empowering them and instilling hope in them is something that is immeasurable.

CRS College of education, Jalgaon organizes outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

Awareness Programmes and rallies:

Students conducted awareness programmes for public health problems for environment conservation, female health care, 'right for vote' etc. and above to create awareness about the environment.

College celebrates Tree plantation program is carried out in nearby village and awareness for care of the

new planted trees.

The college organizes rallies especially nearby village to make the public aware about the issues of social importance. The students were involved in the programmes like Prabhaat Feri' on "Swachh Bharat Mission". Students participated in the awareness campaign programme like "Road Safety" also.

Contribution in 'Literacy/Education'.

Students were given a project to educate children in the surrounding slum area. The concept behind this was to reach the maximum number of children with the help of our students and educate them. Not only this in the period of pandemic when the children were facing difficulty with online learning, our students guided children to use new educational devices like mobile phones for learning.

Nukkad-Natak, Speech and other activities:

By Nukkad-Natak students tried to make today's generation aware about violations and rights of human beings. Students played Nukkad natak for encouraged youths. To show Vigilance & Awareness against corruption students performed street play on various social aspects like HIV & AIDS awareness, Gender sensitivity, equal opportunities for education etc. Community services on one hand generated awareness among community people, while on the other hand helped in bringing community close.

Survey on social issues:

Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar cum - workshop on micro -teaching skills. pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self-motivation. The institute practices various methodologies to give excellent management education through experiential learning, effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, emersion programs.

The active participation in all activities helps students in overall holistic development. It helps students in developing leadership qualities, ideal of social services, develop a passion and brotherhood towards community and build community relationship.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document]()

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.6

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	02	02	01

File Description	Document
Report of each linkage along with videos/ photographs	[View Document]()
List of teachers/students benefited by linkage exchange and research	[View Document]()
Data as per Data Template	[View Document]()
Any additional information	[View Document]()
Link for additional information	[View Document]()

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 03

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - 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

Response:

The institution has adequate facilities for teaching-learning, classrooms, laboratories, sport field, fitness center, equipment, computing facilities, sports complex etc. for the various programme offered.

Chhatrapati Raje Sambhaji College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner.

*Classrooms-

College has 05 classrooms, 01 seminar hall and multipurpose hall, 01 ICT Resource center, 01 conference hall that supports the teaching-learning process. The campus is fully Wi-Fi enabled.

*Library-

The college has one library associated with one 'Library Cum Reading Room'. Library possesses and Integrated Library System, 'DELNET and E-Granthalaya ' that helps in maintaining the records of the books / journals.

*Laboratories-

A curriculum laboratory available in the college consists of Psychology, Science and Mathematics Lab, Social Science Lab is well equipped and also Language Lab is well equipped with ' DLL AMC CHARGE' software with the capacity of 20 students at a time. It is used to develop the basic skills of the English language which now a days is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications and thus make them competent in the present scenario of requirement of technology enabled teachers.

*Equipment-

In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains maps, charts on various concepts to use in teaching. The psychology laboratory is well equipped with materials and psychological tests to know the different behaviors of the persons.

*Computing Facilities-

Computer laboratory is well equipped with the updated MS office software. Our Library is well equipped 'DELNET and E-Granthalaya Software. 10 Computers available in ICT room, and 10 Computers in language lab, 5 Computers are available In Our Library. And 05 Computers are for clerical and Principal Office.

 *Drama and Art Resource Centre-

Drama and Art Resource Centre and teaching learning resource center for work experience. It provides students to encourage arts practices and develop aesthetic value.

*Girls Common Room/Ladies Room

It provides female students a place a relax study and have informal discussion in free time available.

*Sports field and sports complex

To support sports activities one sports field and sports complex are available in the college Our students play the various sports activities eg. Cricket , Volley Boll, **Badminton Our sports room well equipment, eg., Carom,Chess, Table Tennis.**

*Parking Area

The campus has a wide parking area to accommodate Two wheeler vehicles.

*Canteen:-

Canteen available in the College Campus.

*Ramp –

Ramp available in the College Campus.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 66.67

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

Response: 2

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 3

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 13.69

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.92	1.92	2.30	1.50	1.85

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Institution has adopted automation of Library using Integrated Library Management System (ILMS) or any other software.

The college Library is Fully Wi-Fi enabled and has a seating capacity of 20-25 users; consisting of provision to enable students to access information for their academic pursuits through internet and e-resources. Additionally 04 computers have been installed for the students 01 Computer available for Librarian. Library is located on the Ground Floor of the campus with a total area of 202.875 sq. m. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching-learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The library also has a reading room for students and faculty to work upon reference and study material. The library plays a vital role in the teaching-learning process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. The librarian ensures make optimal use of the library.

*Library Automation-

Chhatrapati Raje Sambhaji College of Education offers a fully automated DELNET Software in library and possesses an Integrated Library Management System ILMS : E-Grathalaya since 2023. DELNET software (installed – 2023) provides a very user friendly interface for.

Searching documents in the library and their issuance status. This software is time saving and assists in smooth functioning of the Library. The details of library facilities web-OPAC are-

- Name of the ILMS software : E-Grathalaya
- Nature of automation : Fully
- Year of automation : 2023
- Features of DELNET : An open source library automation software DELNET OPAC facilities circulation of E-Journals for faculty members and students available 206 e-books for students nature of automation fully and year 2023.

Name of Learning Resource	Numbers
Print books	3146
Encyclopedia	10
Journals	03
Newspapers	05
E-Journals	206
Title	437
Reference	565
Donated books	50

Available Computers	05

Services provided by Library:

- The library follows the open access system.
- The library provides access for e-resources
- Available from 10.30 am to 5.00 pm. on all working days.
- The library taken E-Grathalaya and DELNET Membership

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Chhatrapati Raje Sambhaji College of Education possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception. The library at Chhatrapati Raje Sambhaji College of Education is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation college library subscribed to a remote access system to avail the library resources to students and faculty globally without visiting the library physically. Library is and Integral part of any educational institution. The college library serves as a learning space to students to do independent work. Library offers the resources and encourages the thinking process creativity and make the learning more faithful. All student and teachers are allowed to used library facilities at any time. Any support needed by student as well as teachers is provided by library staff. Library offers free internet access with internet speed. Library has a membership of DELNET and E-Granthalaya.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.14

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.17	0.15	0.20	0.17	00

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 8.56

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 208

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 221

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 183

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 189

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 158

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence teachers are combining technology with traditional modes of instruction to engage students in long term learning college usage information and communication technology (ICT) in education to support enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious fully equipped lecture halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. Smart classroom are out tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus. (Internet speed of Wi-Fi is 30 mbps.)

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly. In institute was equipped with IT resources like 30 Computers, 01 Smart Board , 02 projectors, 06 computer speaker, and 1 pen drive in Headphone institute upgraded its ICT equipment's and add some more devices like 20 headphones for language lab, 03 printer, (LaserJet 2 in 1). In the present year institute is equipped with upgraded ICT facilities like new 03 webcams And 04 CCTV Cameras 03 Hardisk and Power back up (Invertor) Avilable 05 Wi-Fi Routers .

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.4

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 10

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 10

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)

4. Teleprompter
5. Editing and graphic unit

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 1.05

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.18	0.12	0.1	0.25	0.08

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

*Classroom Management-

The classrooms are well equipped with all modern technology like the smart boards, mike system, CCTV's installed in College Campus to make sure of the safety and the security of all students, teachers and equipment's. Stock list of assets of class room properly, cleaning and maintenance are done on a regular basis annual maintenance of all the modern teaching technology system about repairs and replacement are the basic attributes of classroom management.

*Laboratory-

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

- Fire safety equipment's is maintained in labs as a precautionary measure.
- Maintenance Regular inspection of devices / tools is organized.
- Periodic maintenance is done by regular cleaning of the lab spaces.
- Regular check up to equipment.

*Library-

- If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the principal.
- Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card.
- At the end of the academic period borrower cards shall be returned to the library.
- Withdrawal of books and other reading material which is not useful for current references is done on regular books.

*Core of Library Books-

Students are required to handle the books / journal very carefully, marking with pencil; writing or highlighting, tearing the page or mutilating the same in any other way will be viewed very seriously.

*Computers & Software-

Maintenance of computers (hardware and software) updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, printers, software, CCTV, fire extinguisher, garden and security are in place.

*Sports-

Sports cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter college level. Safety equipment and sports gears are properly maintained and students are always instructed during sports period in regard with proper handling of the gears.

Other resources CRSCOE have a number of other resources as well.

- Multipurpose hall
- Seminar hall
- Art and craft center
- Parking area

Being an institution for students, safety issue is specially handled and appropriate measures are taken to make the campus safe for students.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

9. **Canteen**
10. **Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 32.72

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
45	28	28	25	35

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 7.37

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 07

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 00

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 00

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 4.47

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
03	07	09	03	00

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities. Composition of Students Council: It comprises of

a) President

b) Secretary Election of President and Secretary: -

The President and the Secretary are directly elected by the students of the college, who, are on the college rolls or as decided by the college.

Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 75% attendance in the last academic session attended

C: Good conduct in the college as per college records

D: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members:-

A) The first year students shall be eligible to get nominations.

B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, , Sports and Cultural Committee.

Functions of the Council: -

I. Student Council President

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student Council.

II. Student Council Secretary

A. Represent the student council at all college events as requested by the president.

B. Coordinate the work of committees.

C. Preside over Student Council meetings in the absence of the president.

III.The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve for their assigned Cell.

D. Volunteer as needed

Role of Students' Council is evident through

Cultural programs and sports events :

Students are divided into groups with one or two mentors from respective Cell providing guidance to the

students for Sports and Cultural activities .

Women Empowerment:

The Members organize various programs (International Women's day) for empowerment of women.

Alumni Meet:

Members are also a part of CRS Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare :

Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 2

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their workstrength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

Alumni of Chhtrapati Raje Sambhaji College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

The mission of the Chhtrapati Raje Sambhaji College of Education alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established

professionals and help to pursue career change. At Chhtrapati raje sambhaji college of Education, we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of Chhtrapati raje sambhaji college of Education, Alumni group are:

1.Maintaining the updates and current information of all alumni.

2.Sustained sense of belonging to the Alma Mater.

3. Provide financial help to Alma Mater.

4. Participate in teaching practices and internship.

5. Provide opportunities in placement and growing institute brand.

Chhtrapati raje sambhaji college of Education, we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of Chhtrapati raje sambhaji college of Education, alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for

students, they act as a motivator and help them to groom their skills for practical situations,

Chhtrapati raje sambhaji college of Education, alumni group contributed significantly through various activities during the last five years:

1. Motivating new students
2. Organizing various activities
3. They support in online teaching and learning
4. They support in placements
5. They support in internship programmes
6. Alumni are active members of IQAC and CDC
7. Time to time they deliver guest lectures
8. Raising funds for various activities
9. Planning for college development

Two significant contributions by Alumni:

1: Placement and Internship: -

The role of the Chhtrapati Raje Sambhaji College of Education alumni group has been significant towards the development of the college. Chhtrapati Raje Sambhaji College of Education alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: -

On the other hand, Chhtrapati Raje Sambhaji College of Education alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

It is a matter of pride that Chhtrapati Raje Sambhaji College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.

Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc.

The college conducts meetings with its Alumni Group on a continuous basis. On an average 3-4 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum,

Updates on emerging trends, etc through various networking platforms like Facebook, WhatsApp, etc.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are:

Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

Institutional Vision and Leadership:-

The governance of the institution is reflective of an effective leadership and participatory. mechanism in tune with the vision and mission

We envision ourselves as one of the leading institutes of teachers training that imparts quality and value based education to Student of the paternal state Our constant endeavour is to. provide a safe, secure and Conducive learning environment to the Under privileged students from rural and semi urban areas, particularly students who aspire for higher education.

The college endeavours to:-

Principals hold periodic meetings with teaching and non teaching staff, thus reinforcing of the institute. To a lot of editing ensure institution.To ensure accountability of employees, principals evaluate their performance through ACR.

Various Committees are formed with senior members as Convenors who seek feedback from staff member proper representation of all-faculties is ensured by forming committees charge of Various programms in institutional development a Unanimous decision is taken.

The planning for the academic session begins with a well-designed academic calendar designed according to the annual calendar notified by the university. The weekly time table governs the teaching Schedule for the annual classes are taken regularly according to the schedule.

During Year, the Vulnerable students are identified for additional reinforcement through tutorials and peer instruction. Counselling to also given to the students at the time. of admission .The Parent Teacher Association is formed at the , beginning of each session and there valuable inputs are taken.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Institution practises decentralization and participation management;-

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions .A particular reflection of this practice may be seen in the extensive delegation of authority to the teacher in the college.

 The ways in which all teachers pan the management process

- The principal overseas the teaching plans of his /her departmental members.
- Teachers have right to make adjustments in the routine
- They often takes the lead in planning seminars, workshops ,career counseling sessions, remedial measures, interdepartmental execution and study tours.
- They can decided on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institutions and information its functioning in every level.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

C.R.S.College of education jalgaon is a self- finance institution, salaries and other expenditures are directly controlled by the trust managements funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust Audits are periodically conducted to ensure complete transparency payments are made-through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic affairs;-

The college offers B.Ed. course admissions is taken on the basis of entrance examination conducted by the state governments admission is done as per the guidance issued by the government from time to time.

Administrative affairs;-

Every employee from top to bottom is part of the college administration, Teaching as well as non-teaching is given additional task in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks, Various committees are formed at the beginning of the session every year to lock into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the C.R.S.College of education ,jalgaon has designed specific short term and long term plans. The time bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the colleges are governed on the principals of participation and transparencies.

The college maintain an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect ,align and integrate. information on academic and administrative aspects of the college. The college has good practice of the college. The college has good practice of meeting and deciding on issues. The various teacher in-charges are under the obligation of reporting the matter to the head. It is a well planned and meticulously observed practice.

Particularly the following activities fall under the preview of the issue in hand;

1. **Syllabus coverage**   **b. Use of Audio –visual Aids**

c . students attendance record   **d. Internal assessment**

e. Organization of CCA   **f. Laboratory work**

g. use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the college.

Data collected are then forwarded to manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

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.

Response:

The functioning of the institutional bodied is effective and efficient as visible from polices, administrative head of the institution. He is assisted by senior most teacher like professor in charge and other professor. They all follows rules and regulations as prescribed by UGC/NCTE/state Government for the constituent colleges. Faculty are directly responsible for the academic and curriculum development of the students. Staff members have been designed as members of the committee. For the complete functioning of college activities ,more than 15 committees are identified. Every committee consist of committee chairpersons, staff and students members. They together plan for the activities. The functions of every committee in the institution is well defined. Apart various committees are formed for smooth functioning of various activities of the college like ;

1 NAAC staring committee-

2 Admission committee-

3 Library committee-

4 Building committee-

5 Students placement cell

6 Student counseling cell

7 Sport Cell

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation, minutes of staff meetings are duly recorded for maintenance and transparency of records various activities and plan in the college are formulated according to the guidelines of the State Higher Education Department K.B.C.N.M.U and the vision & mission of the college. It is based on feedback and suggestions in meeting with stakeholders such as college students, CSCA, Teacher & Members of the parent Teacher Association (PTA) alumni and IQAC effort are always made to implement and execute all plans & decisions effectively keeping in mind the welfare of the students and the overall development of the institution press releases are also issued by the institution to make public and significant achievement. The college also provides important information on the website & notice board. The various bodies & committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

C.R.S College of Education Teaching Training college management is cater their staff as faculty members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff in the present scenario. The college ensures the professional development of the staff by.

* Encouraging faculty members for participating in seminar, workshop orientation & refresher courses

* Encouraging the faculty to publish research paper in national & international journals.

* Encouraging the faculty to take up membership of various state & local level research.

* The administrative / non teaching staff also needs training in advanced skills related to their work.

* Training in computer & software management is provided to the staff members as per requirement.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 1.96

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	00

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 12

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	02	02	02

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)

6.3.4

Percentage 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

Response: 78.43

6.3.4.1 **Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	07	08	06

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

C.R.S College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching research and service of the faculty and other staff. The college analysis and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching & non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder students feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college during the academic session comprehensive evaluation by students and peers are also incorporated in the assessment at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher in-charge event managers and the principal present their assessment. All the suggestions and feedback are analyzed and a report is prepared and place manger, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterments of the faculty and other staff, and with that the total working of the college concerned decision making bodies & committees and functionaries workout the mode of operation and provide necessary resources and issue directive for its implementations. If

need be services of some expert are also requisitioned for seeking necessary guidance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

C.R.S College of Education Teachers Training college has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the students fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principals similar cycle is being followed throughout the previous five years.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:-

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs stationary other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditures which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in transactions.

The college is self-financial and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university.

The details are reflected in the annual budget of the college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

C.R.S College of Education Teachers Training college has adopted quality management strategies administrative aspects. It is geared to promote an ambience of creatively, innovation and improving quality.

The college formulated and established a seven member Internal Quality Assurance Cell (IQAC) in 2022 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received though different modes such as verbal, communicated or through suggestion box and allied channels. Its major activities include.

- Development and application of quality benchmarks parameters for the administrative activities of the college.
- Facilitating the creation of a learner centric environment conducive for quality education and faculty. Maturation to adopt the required knowledge and technology for participate teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- Dissemination of information on the various quality parameters.
- Organization of inter and intra institutional workshops seminars on quality related themes and promotion of quality circles.
- Documentation of various programmes / activities of the college leading to quality improvement.

- Development and maintenance of Institutional database through MIS for the purpose of maintaining / enhancing the institutional quality.
- Development of Quality culture.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

C.R.S. College of education, Jalgaon is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and programme advisory committee(PAC) which assess the performance of the programmes approval by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes at most care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes ,the stakeholders feedbacks and the previous year results are the benchmark for further improvement.

The college makes all out efforts to;

*Ensure adherence to academic calendars with the help of schedule for all activates.

*Supervise content delivery by faculty through principal

*Ensure high performance of students in internal examination academic.

*Monitors attendance of students in internal examination academic

*Maintain and ensure stack verification

*LCD projectors have been installed in various classroom for a better leaving process.

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

*To make the Library students friendly the institution has taken the measures to digitalization the library. Internet facility is also provided to the students in the library.

* The college does not have any control over the syllabus and these are implemented as per the direction of the K.B.C.N.M .University Jalgaon.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 1.2

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	01	01

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

C.R.S. College of Education ,Jalgaon views its teaching learning process ,operations and learning outcomes. The IQAC continuously review and takes steps to improve the quality of the teaching learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to;

  Admission to B. ed. programs ,summer winter and mid-term holiday examination schedule and results are announced in academic calendar.

   All newly admitted students are compulsorily involved in orientation programs in which they here philosophy ,specificity of education system, teaching learning process, system of continuous assessment

.compulsory care curriculum ,various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities, students are made aware of time to sack feedback with students and appropriate steps are taken for the teaching learning process.

The approach of IQAC has always focused on the process of learners centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly the IQAC complies with teaching, learning activities reviews and modifies after taking suggestion .To see the learning outcomes ,the IQAC Periodically reviews the teaching process and suggests graduate and regular expansion, upgrades and addition of expected materials, equipment's , infrastructure and more.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

Energy conservation is the decision and practice of using less energy. Turning off the light when you leave the room, unplugging appliances when they're not in use and walking instead of driving are all examples of energy conservation. The two main reasons people conserve energy are to gain more control over their energy bill and reduce the demand on the earth's natural resources. It is the moral responsibility of all citizens to use energy judiciously in everyday life, ensure zero wastage and spread the awareness on the importance of energy conservation for a healthy environment and sustainable future.

The institute believes in energy conservation and ensures that reasonable effort is made to conserve energy. The Energy Policy of the institute promotes environmentally responsible practices and behaviour, experiment with innovative solutions, combine learning and practical application and add education value. It also thus abides by regulatory compliance and cost savings.

To utilize the renewable energy sources efficiently, the college had formulated **'Alternative Energy Sources Policy'** and implemented the same. Utilization of the alternative energy enables the stakeholders to initiate, volunteer and be a part of environmental protection. This also allows availing these energy resources for a variety of purpose within the campus.

- **Solar Energy:** Installation of solar photovoltaic panels as an alternative source of energy and reduce the use of electricity is done. 10 KWA Solar panel is being progressively installed in the college premises. A solar photovoltaic (PV) panel, commonly called a solar panel, contains PV cells that absorb the sun's light and convert solar energy into electricity.this is an innovative system that enables users to improve the efficiency of their **solar PV systems** by storing the energy produced during the day in order to use it later, when the system is not producing energy. In doing so, users are able to maximize their consumption of the energy produced by their photovoltaic system without having to alter their consumption habits.
- **Save Energy:** Conventional fluorescent tube lights in the college were replaced progressively by LED lamps to save 80% of the energy consumption. Electrical equipment was replaced by low power consuming and high efficient devices. Natural ventilation is preferred over Air conditioning system. Energy star certified products are installed in air conditioner, ceiling fans and others in the campus.
- **Energy Conservation Cell:**The institution's **"Energy Conservation Cell"** is to manage all of its activities so as to ensure that the consumption of energy is reduced to a practical minimum.

Reducing energy consumption in the college is a continuing priority which is ensured through awareness program involving student-teachers, mentor and college staff.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

Our organization CRS College of Education has implement the Waste Management is a joint responsibility of local government as well as of private organizations and individuals. CRS College of Education has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

Solid Waste Management

The solid waste management practices of the institution follows the guidelines of the International Institute of Waste Management. A structured, systematic and multi-level solid waste management process has to be implemented. .To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus.

Liquid Waste Management

The waste chemicals mixed water from laboratory passes through concealed pipe line into soak pit. Liquids are diluted by getting mixed with the washroom and toilet liquid wastes in to the common drainage pit.

E- Waste Management

E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices. The rapid growth of technology, up gradation of innovation and high rate of obsolescence has led to one of the fastest growing waste streams of E- waste.
The E-waste is managed in the institute through collection of items from staff, faculty &
students at common places and conducting an auction to authorize recyclers

The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

Biodegradable waste is generated in the institute from raw material & leftovers of food items from canteen. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure.

Non biodegradable solid waste is handed over to the Grampanchayat Kadholi approved landfill site. Hazardous waste generated in the institute is in negligible amounts of waste

CRS College of Education also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index.

Ensuring that CRS college of Education is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to Swatch Bharat Mission or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The college strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The college highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the college many tree plantation drives have been conducted by the college. The college also adopts saplings distribution program as an act of promoting environment and sustainability

in events and functions. The college prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The college has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus.

College is resilient in deployment of dedicated team for maintenance of water system, and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

The college believes in the fact that precaution is better than cure and abides to it thoroughly.

Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collects, confine and dispose waste.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

The Institute to leverage local environment

CRS College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. CRS College of Education tries to maintain harmony and try to create good will among students. The Police Station is located in a range of 1km for any issue in a safety context. College offers its own parking space in the college premises

Locational knowledge and resources

CRS College of Education has an advantage of located near about KBCNM University location. Resource persons, KBCNM University personnel, faculty from Department of education, principals and staff from cooperating schools are invited for seminar, workshops and conferences. Benefits of sharing expert advise from the parent university is possible for it is situated at a closer distance. Faculty visits the parent University for Declaration of results and seeks clarifications in any areas of administration and academics.

Community practices and challenges

Most of the students taking admissions in the college are local and belong to the nearby places and other district of Maharashtra State. Each and every student along with faculty members is fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as catalysts in the area to maintain peace and national integration. During internship student-teacher trainees have access to all scientific equipments from the all scientific equipments from the laboratories for conducting practical activities related to the content in subject methodologies.

The above efforts put forth by the CRS College of Education to leverage local environment, Locational knowledge and resources, community practices and challenges.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff,

and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

FIRST BEST PRACTICE
I) Comprehensive Student Monitoring: Mentor plays vital role in development of students by providing professional and personal advice to improve his/her participation in academics and co-curricular activities.

Objectives:

- Identify and mitigate psychology, societal and other issues faced by students and refer them to experts.
- Make students self-aware of their strengths and weakness

Context: CRS College Of Education has well-established system to inculcate discipline, punctuality, regularity, and motivate student-teachers by monitoring their activities supported by organizational structure, policies, and practices.

Practice:

- Mentor collects personal information of student without touching sensitive issues of forcing any

information and provides counselling.

- Critical issues are brought to notice of Principal.
- Mentor meets Mentees informally outside class hours as well and guide them regarding career options.
- Students may get lost with too many students in same class from different backgrounds. They face stress of complex course, peer pressure and emotional immaturity.
- Class-in charges, Principal, regularly monitors, enquires and counsel students and parents.
- Principal to review punctuality and regularity of students. Weight age of five marks is given to attendance in internal assessment to improve student's regularity.

Responsibilities of Mentor:

- Meet group of student's at-least ones in a month.
- Continuously monitor, counsel, guide and motivate students in all academic or personal pursuits and maintain its record.

Evidence of Success: Enhancement in performance of students due to regular monitoring and discipline is evidence of success.

Problems Encountered and Resources Required:

- Enquiring student in class regarding absentee, poor response of parents for enquiries.
- More number of classes required than actual to complete syllabus.

SECOND BEST PRACTICE

II) Gender Sensitisation and Empowerment of Women

Objectives of the Practice

- To provide safe and gender friendly environment where boys and girls, men and women coexist in a cohesive manner.
- To the sensitisation of both the genders and empowerment of young women by providing them with strategies to attain sustainable goals for personal, professional, and social growth.

The Context: The college offering academic, research, training and allied programmes for women empowerment, development and welfare utilising diverse technologies and delivery systems.

The Practice: The College strive to maintain and augment the gender-neutral atmosphere with the sole purpose to sensitise the youth about gender equity and empowerment of women and girls. It has organized gender sensitization programmes, capacity building workshop, extension and outreach programmes, counselling sessions and workshops for youth and women.

Evidence of Success

The following are some indicators of the success:

- The College has formulated and implemented anti ragging, prevention and redressal of sexual

harassment and grievance redressal committees. employees.

- The College has been able to retain its women faculty over the years and they have experienced social upward mobility in their careers.

Problems Encountered and Resources Required- Some of the challenges encountered were implementation of the annual plan and its monitoring in view of the tight academic schedule, organisation of various programmes during working hours, and lack of financial resources to mention a few.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

II) 'Tree plantation and its conservation'

Goal:-

Education is concerned to all types of developments of human related issues. It is continuous and never ending process. The college is situated near about KBCNMU Bambhori, Jalgaon and pollution free atmosphere. As it needs to have tree surrounded campus, it believes that 'Tree Plantation' in the campus is as crucial as the infrastructural facility of the college. It becomes a part and parcel of the college routine.

The institute as its strong belief as its mission that education must be useful as per the needs of the society or nation. It is a need of time to keep campus natural and free from any kind of pollution. It is believed that if the campus is surrounded with trees and pollution free, it will be a proper place for teaching–learning function. 'Tree Plantation' is a regular practice of the college.The environmental issues are some of the most profound and complex challenges, requiring immediate attention. Our aim is to achieve a sound environment in and around the college campus as well as nearby villge Kadholi, and to sustain it through this program with the volunteer participation of our students. We have identified the following areas which are in tune with our goal and could set an example

- To create awareness about the environment related issues among the staff and the students of the college.

- To Plan for plantation of particular plants and location.
- To make the college campus and nearby village Kadholi greenery.
- To harvest rain water.

Contexts:-

The implementation of the proposal is easy and not time consuming. This task is voluntarily implemented by students and the staff and consented at management level. The students need exposure and plan of action to accomplish this project. In proper coordination of Institute & Gram Panchayat representative become the exposure of the students and they make a plan of action to succeed this project.

The Practice:-

The organization of Poster competition, lectures, and debate competition is done in view of concrete output. The staff and the students employ the task of cleanliness on a day of each month in view of developing the importance of cleanliness in students. The slogans "Zaade Lawa Zaade Jagwa" & "Save Environment" are displayed in the classrooms to remind the students of their duties and responsibilities.

Maximum trees are planted in college premises and in nearby village Kadholi.

Evidence of Success:- The students whenever free after learning schedule look to water the plant and conserve it. The awareness for plantation and growing trees in students and staff spreads and develops through their action and implementation of tree plantation program voluntarily. The college is nearest to 'KBC North Maharashtra University & 'tree plantation', is a crucial need of the time. The campus of tree surrounding helps to keep pleasant and cool atmosphere which causes to save electric bill also.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Chhatrapati Raje Sambhaji (CRS) college of education is affiliated college of Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU) jalgaon, Maharashtra.

The college intends to start and Open University courses in the future, it is also intended to start Arts, Science College for women's under institution.

College is going start to M.Ed in the coming time.

In the college, there will be no Solar Panel system so we installed The Solar Panel System in the college.

As there is no student bus service of the college, in the near future the college will purchase E-Bus and thereby provide the service to the students at a low rate.

Concluding Remarks :

The Chhatrapati Raje Sambhaji (CRS) College of Education is on the path of progress and is at the forefront of taking decision for the benefit of the students.

The college also plays an important role in producing teachers for the benefit of the nation. Even the college maintains social commitment through Memorandum of Understanding (MoU).

Overall Chhatrapati Raje Sambhaji (CRS) College of Education is truly ready for NEP 2020 and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made changes as per the report shared by the HEI
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>29</td><td>30</td><td>28</td><td>32</td><td>19</td></tr></table> Remark : DVV has made changes as per the report shared by the HEI
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>7</td><td>7</td><td>3</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>

	Remark : DVV has considered 0 as the HEI has not provided relevant documents
2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 102 Answer after DVV Verification: 0 Remark : DVV has considered the input 0 as the HEI has not provided relevant supporting documents
3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
72	65	70	68	68 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
0	2	0	0	3	 Remark : DVV has made changes as per the report shared by the HEI
4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 3 Answer after DVV Verification: 2 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 3 Answer after DVV Verification: 3 Remark : DVV has made changes as per the report shared by the HEI
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five**

years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.93	2.14	2.51	1.88	2.34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.92	1.92	2.30	1.50	1.85

Remark : DVV has made changes as per the report shared by the HEI

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.60	2.83	3.95	3.73	3.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.18	0.12	0.1	0.25	0.08

Remark : DVV has made changes as per the report shared by the HEI

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	14	26	28	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Remark : DVV has made changes as per the report shared by the HEI

5.4.2	**Alumni has an active role in the regular institutional functioning such as** **1. Motivating the freshly enrolled students** **2. Involvement in the in-house curriculum development** **3. Organization of various activities other than class room activities** **4. Support to curriculum delivery** **5. Student mentoring** **6. Financial contribution** **7. Placement advice and support** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by the HEI
5.4.3	**Number of meetings of Alumni Association held during the last five years** 5.4.3.1. **Number of meetings of Alumni Association held during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
3	2	3	4	3 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	1	1	1	1	 Remark : DVV has considered input 1 as the HEI has not provided any relevant supporting documents
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants**

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Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made changes as per the report shared by the HEI

7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.57000	0.71000	0.68000	0.74000	0.76000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made changes as per the report shared by the HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations