SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHEELADEVI COLLEGE OF EDUCATION

SAINIK CHOWK, NAEAR GAJANAN SOCIETY, DATTWADI, AMRAVATI
ROAD, NAGPUR
440023
www.sheeladevibed.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sheeladevi College of Education is affiliated to the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur, was founded in the year 2006.

The College is a self-financing institution managed by a team of seven (7) member Management Committee. The committee members belong to various walks of life.

Sheela Multipurpose Society came into existence in the year 2000. A group of 7 dynamic personalities joined their hands together & initiated voluntary action in Nagpur. Subsequently they registered it under the Societies Act, 1860 and step forward with a view to spread its activities throughout Maharashtra state. With the active involvement of the members the organisation grew up.

Sheela Multipurpose Society committed to the socio-economic and political development of the rural students with a special focus on economically backword students.

Vision

Empowering the Students to be Responsible, Competent, and Committed Teachers

Mission

To prepare the finest teacher capable of responding to global demands and meeting the challenges in Education.

To rejuvenate the teaching-learning process with ICT and value-based education in the context of modernization and social change.

To address the ever-emerging issues and problems of school and teacher education and discover the remedial measures.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Qualified, dedicated, and experienced teaching faculty.
- Supportive management and administration.
- State of Art Infrastructure
- Students of weaker sections are admitted as per reservation policy and get benefit of Scholarship schemes in large number.
- Good relationship with community, practice schools and other stakeholders.

Institutional Weakness

- Lack of autonomy in curriculum designing.
- No minor and major research projects.
- Less number of faculty research publications.
- No copyrights and patents.
- No funding from non-government bodies, individuals, philanthropists.

Institutional Opportunity

- Getting NAAC accreditation with good grade.
- Opportunity of empowering students.
- Fetching research grants from government and non-government agencies.
- Registering alumni association and seeking financial support from alumni for the development of the college.
- Doing MoUs with Schools, Industries, Colleges and Libraries of good repute.

Institutional Challenge

- Average quality of admitted students.
- Attracting students to participate in sports and cultural activities.
- Funded research projects with collaboration of government and private organizations.
- Improvement in students' progression to higher education and competitive examinations.
- Being self-finance college scarcity of funds due to delay in disbursement of scholarship amount from government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College has a regular in-house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Meetings are conducted semester wise and input is sought from the stakeholders to make this process student centric. While planning college curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all Programmes offered by the College, which are stated and communicated to teachers and students through Induction & Orientation Programs, Website and prospectus of the college. Curriculum overview prescribed by RTMNU, Nagpur is followed which has provision for optional / electives including pedagogy courses. To supplement the curriculum Value Added and Self Study Courses are designed and conducted every year. Curriculum of the college also provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through activities organised throughout the year. Awareness and guidance sessions were organized through experts on diversities in school systems, two Boards of Education namely, S.S.C. and C.B.S.E. State-wise variations, International and comparative perspectives. Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Once feedback is collected, analysis is made and corrective actions are initiated.

Teaching-learning and Evaluation

Admission process of the college is monitored by affiliating university and government of Maharashtra. Reservation Category, EWS and Divyangjan has reservations as per norms of state government. After admission process, 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 based on identified needs. Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode, etc. for enhancing student learning experience. Students are encouraged to use ICT support during their tenure of study. College provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences like field visits, outreach programs, IEP etc. Internship programme is systematically planned with necessary preparedness. Average 20 students are attached to each school for internship. College adopts effective monitoring mechanisms during internship programme. More than 80% Sanctioned posts of teachers are filled. Out of 8 teachers, 7 have Ph.D / NET/ SET qualification. Average teaching experience is approximately 10 years. Teachers put-forth efforts to keep themselves updated professionally through in-house discussions on current developments and issues in education and sharing information with colleagues and with other colleges on policies and regulations. Continuous Internal Evaluation(CIE) of student learning is in place in the college which is transparent and robust and time bound. Mechanism for grievance redressal related to examination is operationally effective and evident through documents. The college adheres to academic calendar for the conduct of Internal Evaluation. The teaching learning process of the college are aligned with the stated PLOs and CLOs. Average pass percentage of students during the last five years is more thab 85%.

Infrastructure and Learning Resources

The college has adequate facilities for Teaching- Learning, Sports, Cultural and add on facilities as per statutory bodies requirements. College library is automated with software and remote access to e-resources is provided. College updated ICT facilities time to time. Budget is allocated for infrastructure development, library and repairs and maintenance every year. Systems and procedures for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports complex, computers, classrooms are in place.

Student Support and Progression

Capability building and skill enhancement initiatives are undertaken by the college. Student support facilities are available in the college. The college has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. College provides additional support to needy student. College has well defined mechanism for placement of students. Every year notable number of students opt for higher education and few students qualify competitive examinations. As per the directions of the Director Student Welfare, RTMNU, Nagpur, college level Student Council is formed every year and active in functioning to organise sports and cultural activities. The College do not have registered Alumni Association, but alumni meetings were conducted every year. Alumni acts as an effective support system to the college in motivating students as well as recognizing, nurturing and furthering any special talent/s.

Governance, Leadership and Management

The governance of the college is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. College practices decentralization and participative management though various policies created and committees formed. The college maintains transparency in its financial, academic, administrative and other functions. Strategic plans for next 5 years are usually prepared. Management committee is the apex governing body of the College headed by the Chairman of the society is responsible for policy making and budget approval. Recruitment procedure and policies are followed as per RTMNU, Nagpur, Government of Maharashtra, and Regulatory Authorities. Grievance Redressal Committee is formed at the College level to address the grievances/complaints received from students and staff members. ERP software is used by college to save papers and have data on common platform. The various college level committees formed for the smooth functioning is evident through minutes of meetings and implementation of their resolutions / decisions. Welfare measures for teaching and non-teaching staff is in place. Professional development /administrative training programmes organized by the collegefor teaching and non-teaching staff. Teachers are encouraged to undergo online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Courses. College has a performance appraisal system for teaching and non-teaching staff. College conducts internal or/and external financial audit regularly. Strategies for mobilization of funds and the optimal utilization of resources are in place. Internal Quality Assurance Cell (IQAC) is functional and many quality assurance initiatives are conducted under IQAC. NAAC Accreditation work is also carried out under supervision of IQAC

Institutional Values and Best Practices

College has a stated policies for energy conservation, waste management and water conservation. College is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. College puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. College has a prescribed Code of Conduct for students, teachers, administrators, and other staff. Mentor: Mentee System and Remedial Coaching are the best practices of the college. Spreading Awareness About Various Scholarships Schemes of State and Central Government is distinctiveness of the college.

Research and Outreach Activities

College do not have research projects or grants funded by government and/ or non-government agencies during the last five years. College is trying to built the research culture by providing In-house support teachers for research purpose. Faculty members have papers published in UGC approved Journals and books and / or chapters in edited books published and papers in National / International conference-proceedings. College organise/ conducts outreach, extension and national priority programmes/ activities every year and all students actively participate in these programmes/ activities. For conduction of these activities, college has received recognition letters from GOs, NGOs and Collaborative agencies. Collage has Functional MoUs, Linkages and Collaborations for Faculty exchange, Student exchange, research, and outreach activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHEELADEVI COLLEGE OF EDUCATION
Address	SAINIK CHOWK, NAEAR GAJANAN SOCIETY, DATTWADI, AMRAVATI ROAD, NAGPUR
City	NAGPUR
State	Maharashtra
Pin	440023
Website	www.sheeladevibed.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Surekha Sharma	07104-222175	9422803071	-	sheeladevibedcollege@gmail.com
IQAC / CIQA coordinator	Leena Taywade	-	9890186202	-	leenataywade5@gmail.com

Status of the Institution	
Institution Status	Private

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	The Rashtrasant Tukadoji Maharaj Nagpur 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](#)	31-05-2015	60	Extended

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	SAINIK CHOWK, NAEAR GAJANAN SOCIETY, DATTWADI, AMRAVATI ROAD, NAGPUR	Urban	0.98	695.013

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,	24	Graduation	Marathi	50	50

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				8			
Recruited	0	0	0	0	0	0	0	0	1	7	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	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				8
Recruited	0	8	0	8
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				0
Recruited	0	0	0	0
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	4	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	0	0	0	0
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/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	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**
	0	0	0	0

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	19	1	0	0	20
	Female	81	2	0	0	83
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/ interdisciplinary subjects were present in the syllabus of affiliating university. The college has conducted Value Added Programs to make students aware of the latest happenings in the

	education field.
2. Academic bank of credits (ABC):	Recently RTMNU, Nagpur has taken out notification for implementation of NEP syllaus and creating login IDs of Academic bank of credits (ABC).
3. Skill development:	The college focuses on the skill development of the students, and for the same many capability enhancement programs are conducted.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	During the pandemic, all the events were conducted online along with a regular teaching-learning process. For the integration of Indian Knowledge System various days are celebrated and cultural events are conducted.
5. Focus on Outcome based education (OBE):	The college has defined various outcomes and formulated a mechanism for calculating the attainment of various outcomes.
6. Distance education/online education:	During the pandemic teaching-learning process is carried out in online mode only but college is yet to take steps regarding distance/ online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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.	Nil
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	Nil

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	
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.	Nil

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
100	103	99	96	64
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
50	50	50	50	50
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
25	25	25	25	25
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
48	53	47	42	14

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
47	47	44	29	9

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
52	50	50	50	48

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
8	8	8	8	8

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
8	8	8	8	8

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
9.93	5.25	8.40	6.71	3.79

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

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:

College is affiliated to the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the prescribed syllabus. The institute has a consistent in-house practice of planning the curriculum and warrants a proactive, strategic curriculum transaction based on needs assessment, emerging global trends in education, situational analysis and adapting to the local context. The mission and vision statements of the institution are the driving force in framing a curriculum that is value enriched, innovative, empowering, and updated, leading to excellence in education.

Following is the process of curriculum development followed by the institution:

Staff Meeting for Curriculum Development: The syllabus prescribed by the University deliberated upon and existing and new developments in the prescribed curriculum are discussed. The faculty ensures to align the course activities, teaching-learning approaches, evaluation, and learning experiences based on the framed PLOs and CLOs. Planning is done for contextualizing the curriculum, methods of teaching, implementation and assessment; according to the need assessment and feedback obtained from the stakeholders.

Need Assessment: The institute has a 360 degrees online feedback mechanism which allows interaction with stakeholders of the institution viz. employers, teachers, students, alumni, parents, experts and practice teaching schools. The feedback obtained, highlights the capabilities of students, performance gaps if any, quality of instruction, requirements of students, need for revising the existing activities or plan new events/practices.

Formalizing decisions in Statutory and Academic Bodies- CDC and IQAC: The CDC and IQAC committees of the college review the draft Academic Calendar and play a key role in proposing novel endeavors to enhance the curriculum. They also provide suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders. These ideas are tailored as per the requirement and adopted by adding new teaching methodologies, courses, workshops, activities etc.

Finalizing the Curriculum: The final Academic Calendar is then drafted which provides a roadmap for the curricular and co-curricular institutional activities. Clarifications about the changes made in the curriculum are reviewed, analysed and scrutinized.

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
Data as per Data Template	[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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[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
19	18	16	16	16

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
19	18	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 2

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
2	2	2	2	2

File Description	Document
Data as per Data Template	[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
100	103	99	96	64

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[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: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	[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:

1. A fundamental or coherent understanding of the field of teacher education:

Core/ Interdisciplinary papers and Pedagogical Courses: Every subject in the B.Ed. curriculum provides for development of knowledge, skills, values and attitudes required to be progressive and vibrant teachers. The institution ensures appropriate transaction and contextualization of the subject content through various teaching-learning activities, talks, workshops etc. Focus is laid on articulate acquisition of knowledge to ensure optimum development as teachers.

Engagement with the field: The Internship programmes at schools offers enormous opportunities to gain a deeper understanding of functional aspects of the field of education. Practice teaching enables students to put theory into practice, get practical knowledge of functioning of schools, its various departments and derive rational understanding from actual real life school experiences, thus training students to be effective and professional teachers.

Enriching professional competencies: Expert talks, sessions and mentoring conducted by the alumni, content and approaches taught in the Pedagogic Courses etc. ensure development of various professional competencies to deal with the diversity in classroom and function as efficient teachers.

2. Procedural Knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Participation in workshops, talks and seminars: Sessions and Workshops on Individualized Education Plan (IEP), webinar on NEP 2020, talk on 'Innovative Strategies of Pedagogy etc. ensure that students acquire knowledge and skills for diversity and different levels of school education.

Capacity building & training: Students are trained for appearing for MH TET by organizing workshops and talks to give them hands-on practice.

Training in use of ICT tools and information retrieval: College take efforts to enhance students'

expertise in the use of various applications and ICT tools; to support teaching-learning activities and online information retrieval.

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

Community engagements: Deriving from the knowledge gained through various capacity building programmes organized, the students participated in community work wherein they taught the students of GOs, NGOs and schools.

Designing Innovative Lesson Plans: Students are encouraged to incorporate the knowledge acquired by attending various workshops and sessions to prepare innovative lesson plans and design Nai Talim lesson plans incorporating innovative ideas and teaching methodologies.

Innovations in Assessment: Stemming from the knowledge acquired from courses and sessions conducted, students are expected to develop lesson plans, blueprints for assessment and conduct assessment using innovative strategies, online apps, games etc.

Real-life experiences: Students are provided with opportunities to apply the knowledge gained to real life situations by participating and conducting various activities at college and practice teaching schools.

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

Emotional Intelligence is developed in students by conducting Value added courses and by guidance and counselling lecture series etc.

A sense of patriotism, international brotherhood and development of social skills of cooperation, collaboration, tolerance is ensured by celebrating days of national importance, international importance, celebration of festivals etc.

Students are encouraged to develop their communication skills, collaboration skills by participating in events, activities and competitions. They are encourages to plan, organize and host events, seminar presentation, seminars, workshops etc.

Value system in students is inculcated by encouraging students to conduct value based assemblies, giving value based lessons, participating in community outreach etc.

Critical thinking, creativity and negotiation skills are nurtured during the internship, community work, group work etc.

Engaging in activities like Swatch Bharat Abhiyan, 'Green Initiatives' undertaken by the college; ensures spirit of service to community, foster sensitivity toward environmental issues, ensures group building, organizational and inter-personal skills.

1.3.2

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

Response:

Development of school system: In every semester of the B.Ed. programme, units on school system are addressed.

Functioning of various Boards of School Education: Awareness and guidance sessions were organized through experts on the five Boards of Education namely, S.S.C. and C.B.S.E.

Functional differences: The seminar/ workshop/ guest lectures by experts invited to enlighten students about functional differences between the boards and ensure hands-on training for practical skills needed to transact curriculum in various boards.

Assessment systems: As a part of the B.Ed. curriculum, students are groomed and given hands-on experience in preparing a detailed Blue Print Project consisting of year plan, unit plan, blue print, unit test, marking scheme and scoring key; which is administered in schools during internship and results are analysed.

Norms and standards: Each school has its unique set of value system and functions according to its specific norms and standards. Alumni of the college are invited regularly to specifically orient students about the schools they work at, boards they are affiliated to and the norms and standards their schools follow.

State-wise variations, International and comparative perspective: College ensures initiatives to familiarize students with state-wise variations and to develop international and comparative perspectives. Expert talks, Sessions at International and National seminars organized by the college highlighted the state-wise variations in different boards; international and comparative perspectives in relation to the curriculum and functioning of different schools and their boards.

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:

Holistic development of students is ensured by Contextualizing the Curriculum to ensure varied experiences that provide opportunities to implement what they have learnt. The institute ensures enrichment through a wide range of experiences, ranging from development of students' emotional competencies, cognitive abilities to practical applications. Internship related activities are given utmost importance to ensure implementation of the knowledge gained through contextualized experiences.

Several capacity building workshops, courses, competitions, and talks are organized to ensure an all-

round development of students. Content Enrichment Activity, Guidance and Counselling Lecture Series, courses like English Grammar etc. enrich students' abilities and ensure resourcefulness.

To sharpen the communication, teamwork, collaboration, co-operation, networking and organizational skills of student-teachers; numerous opportunities are provided to organize, host, compare and execute various celebrations, competitions, programmes, events and activities at college as well as at internship schools.

Students are empowered with the knowledge of various boards by organizing the Awareness and guidance sessions were organized through experts on the five Boards of Education namely, S.S.C. and C.B.S.E.

The institute ensures spirit of innovation and research mindedness by organizing sessions like Research Paper Reading, Library Session, Self Study Session etc.

A sense of responsibility toward the community is cultivated by creating linkages to facilitate student and teachers' participation in Community work at various GOs, NGOs and schools.

To keep abreast with developments in technology and teaching learning tools in education, students are groomed in using various technological tools and apps.

The institution ensures cultivation of the spirit of environmental stewardship by nurturing various green initiatives.

To empower students with the skills and sensitivity toward using differentiated instruction in classroom, sessions like Sensitization and Awareness Programme on Inclusion, talk on Learning Disabilities and Developmental Issues in Children, Workshop on Individualized Education Plan (IEP) are organized.

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

1.4.2

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

Response: C. Feedback collected and analysed

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: 100

File Description	Document
Data as per Data Template	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: 92.8

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
24	18	19	26	29

File Description	Document
Data as per Data Template	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
2	0	0	0	0

File Description	Document
Data as per Data Template	[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:

At entry level different learning needs of students and their level of readiness to undergo professional education programme are identified using the following:

Basic Requirements Readiness Check: Methodically carried out admission process reveals students' level of readiness to undergo teacher training. Document scrutinization of the assigned students ensures whether the candidate has fulfilled the basic requirements needed for the course.

Team Readiness Check: Each set of students brings diversity and thus makes the classroom an inclusive one. To understand this diversity, each year at the entry point students are given the opportunity to showcase their talents, skills and capabilities through the activities in induction program.

Individual Readiness Check: Communication skills and subject knowledge are the two basic prerequisites of a teacher training course. To examine a student's level of readiness in these areas, the college assigns mentor to the students.

Based on the assessment observations made at the entry level, following measures are taken to address students' learning needs:

Induction cum Orientation Programme: College conducts induction cum orientation programme for newly enrolled students to make them aware about college in all aspect.

Mentoring: The student are allotted with mentors for addressing academic and stress related issues.

Remedial Activities: The concerned subject teacher conducts remedial activity as per the requirement of the students.

Value Added and Self Study Courses: Our College has developed various value-added and self-study courses for different learning needs of students and their level of readiness to undergo professional program.

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: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	[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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.5

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Data as per Data Template	[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:

Experiential Learning: Activities include simulated lessons, internships, Field Visits, field work to ensure experiential learning.

Participative Learning: Seminar, Dramatization and group work, group discussion, debate such activities are conducted as participative learning activities. Additionally. Methods like Quiz, Role-Play, Drama, Case studies and educational visit are also encouraged.

Problem Solving Methodologies: Models Preparations for teaching is conducted for the development of problem solving among students.

Brain Storming: Brain storming activities like preparation of Concept Map is Conducted.

Focused Group Discussion: After lectures teachers encourage the student to participate in group-discussion activities on varied topics related to education field.

Online mode: Google Tools, ZOOM platform/ Google Meet, WhatsApp/ Telegram, YouTube, Video Lectures, PPTs platforms are used for enhancing learning experience of the students.

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: 100

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
8	8	8	8	8

File Description	Document
Data as per Data Template	[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
Data as per Data Template	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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

At the start of the year, students are divided into groups using batch method. Each group is assigned a mentor teacher. Conscious efforts are made by each mentor to know, accept, and respect the goals and interests of a student. Mentoring happens in both ways – group mentoring and one-on-one individual mentoring. The groups with the mentor teacher are kept unchanged to put the students in a comfort zone. Depending on the needs of an individual, the nature of a mentoring relationship varies. The mentoring process mainly targets students' growth in academic, professional and attitudinal arenas by helping them solve their problems in personal life if any. The alumni of the college are also involved in the mentoring process. If any major challenge is noticed by a mentor, it is brought to the notice of the principal. Issues like this are solved involving other teachers, principal and parents if need arise.

The mentoring process at college helps the student fraternity accomplish the best possible they can. Some of the points are listed below:

Working in teams: Group activities are organized to make students' aware of the importance of group efforts and cooperation. This helps students in smooth functioning while planning and organizing celebrations and other events in a harmonious set up.

Dealing with student diversity: One to one session is planned which helps teachers to cater the diversities as and when required as per the need.

Conduct of self with colleagues and authorities: Mentors use educational and motivational videos to train students in good conduct of self with colleagues and authorities.

Balancing home and work stress: Mentoring sessions by alumni are organized where students are mentored with respect to problems faced in balancing home and work stress.

Keeping oneself abreast with recent developments in education and life: Using online apps, expert talks, book reviews and research-based activities, the students are made aware of the latest trends in education, the opportunities, challenges and threats lying ahead of them.

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: B. Any 4 of the above

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

2.3.7

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

Response:

At College care is taken to see that the planned curriculum and its implementation go in accordance with the PEOs, PLOs and Vision and Mission statement of the college. At the same time 21st century skill-sets, NEP parameters, Sustainable Development Goals are also kept in mind at the planning and implementation stage.

The curriculum is altered as per students' needs. The methodologies used to transact the curriculum are devised as per students' learning styles and capacities. The evaluative measures used to assess students' performance vary in terms of complexity, interest and availability of resources. Thus, at college the entire teaching-learning and evaluation process revolves around the principles of differentiated education, making it more wholesome and child-friendly. As a result, through this curriculum transaction teachers continuously strive to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

Differentiated Curriculum: The prescribed curriculum given by the university is made more meaningful by adding more activities to it. These added elements help students establish connections between theory and its practical application.

Differentiated Teaching: This tailored curriculum is then implemented using varied techniques like experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode to enhance teaching- learning experience of students and teaches.

Differentiated Assessment: The assignments given for the assessment vary in complexity and required resources. Also, assessment conducted at the end of any event caters to the needs of the diverse classroom.

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: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	[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: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	[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: D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Selection/identification of schools for internship: Schools for the internship programme are selected on request. The permission to run the internship programme is sought from the respective authority. This is followed by confirming the dates of the internship program, the name and contact details of the teacher-in-charge, the names of allotted students, their contact details and methods opted by them. It also specifies the activities to be conducted during the specified period of the internship programme.

Orientation to school principal/teachers: Before the commencement of the internship programme, the concern in-charge teacher pays a visit to the respective internship school. In this meet, the school principal and supervisor are made aware of the objectives of the internship programme, disciplinary requirements to be followed by trainees, prescribed activities to be carried out, work that can be allotted by the school, observation criteria to evaluate the internship programme etc.

Orientation to students going for internship: In orientation, students are guided on the activities to be conducted, records to be maintained, school timetable preparation, disciplinary requirements to be

followed at the school. Through team teaching students are skilled in writing plans for different types of lessons. Method wise workshop is conducted for students to familiarize them with different methodologies of that method. An evaluation criterion for assessing students' performance is explained in detail to make students accountable for their own performance. The resource material required for the internship programme is made available during this orientation programme. Thus, students are geared up for the real-life teaching experiences in advance.

Defining role of teachers of the institution: Since the internship is supervised activity, teachers are put into the roles of supervisor, guide, mentor and facilitator. Prepared lesson plans are checked by the guiding masters and necessary modifications are suggested to improve the same. These approved lesson plans are executed at the schools under teachers' supervision. Necessary feedback is given after each lesson. The teachers also monitor overall performance of students by observation, informal interviews with the principal, supervisors, teachers and students, and through the necessary documents furnished by the students.

Streamlining mode/s of assessment of student performance: Students' overall performance is evaluated through their conduct with school authorities, teaching and non-teaching staff of the school, students and peers. Their academic performance is assessed through lesson observation and documentation made for the prescribed activities.

Exposure to a variety of school set ups: For the internship programme the students are exposed to a variety of school set ups such as schools which are diverse in terms of their student population - Girls, Boys and Co-educational schools, schools which serve students from disadvantaged sections of society etc.

2.4.9

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

Response: 24

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

Response: 2

File Description	Document
Data as per Data Template	[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: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of teacher educators: Teacher educators are the backbone of the entire monitoring process of the internship programme. Their role varies as per their portfolio and duties assigned to them with respect to the internship programme – Internship coordinator, Internship Guiding Masters and Internship Group Mentor.

Role of Internship coordinators: Internship coordinators shortlists the schools for the internship programme. They meticulously prepare internship groups by looking at the methods selected by students and their stay location. Further they assign mentor teachers to these groups. They also assign students for guidance to all teachers by analyzing the strengths and needs of the students. The evaluation criteria for students, any additional activities to be conducted during the internship programme are made clear to teachers by them.

Role of Internship Group Mentors: Once the internship groups are assigned, the mentors take over the responsibility of facilitating students' learning in the right direction. They closely monitor students' behaviors and their interaction with others at the school. Attendance of trainees is closely monitored by them throughout the programme. They help students in making a school internship timetable. They supervise lessons and give feedback which help students perform better next time. By coordinating with the fellow teachers, school principal and supervisors, they ensure best outcomes of the internship programme.

Role of Internship Guiding Masters: Students are trained and prepared for the same by the internship guiding masters. Internship guiding masters helps students think, innovate and create new learning experiences for their internship school students by guiding their plans in terms of content, methodology and grade relevance.

Role of school principals: The principal of the school along with the supervisor ensures the smooth functioning of the internship programme through informal observations. They assign additional tasks which prepare trainees for their future teaching career. Students' well-being and safety is well taken care

of by the school authority. They also share their observations through telephonic conversations and written feedback.

Role of school teachers: School teachers supervise a few lessons and provide feedback on the same which enables them to plan lessons as per schools' needs.

Role of peers: During the internship, peers perform roles of giving feedback, planning of internship school timetable, mentoring, and helping each other to reach the same goal. Thus, they too play their role in making the internship programme a fruitful and memorable activity.

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: C. Any 2 or 3 of the above

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: C. Any 3 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 37.5

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

Response: 3

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

2.5.3

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

Response: 8.88

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

Response: 71

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:

In house discussions on current developments and issues in education:

The staff at college are constantly encouraged and given autonomy by the principal to hold discussions on current developments and issues in education. The staff members make optimum utilization of the online and offline information resources available to get acquainted with the latest innovations and concerns in the field of education. The in house discussion held focused on the emerging significant aspects of education such as – Integrated and theme-based learning, Use of rubrics and e-portfolios to measure performance, Digital proliferation in education, Flipped classrooms, Practicing good reading habits, Electronic Information Literacy, 21st Century skills for new generation learners and educators, Importance of research skills, Emotional intelligence and well-being of students, Use of drama and art for

effective teaching, Significance of Yoga in Peace building, Experiential learning, Vocational Education, Inclusive Education, Differentiated Education, Participatory Pedagogies, New Education Policy 2020, Integrated Teacher Education Programme etc. In house discussions are also held to know about the concerns in education so as to design an action plan for the same. The discussions held related to the innovations and concerns of education gave staff the direction in planning and organization of various activities for students' well-being and all-round development.

Share information with colleagues and with other institutions on policies and regulations:

The faculty of the college keep them abreast with the latest information on policies and regulations by attending the Expert Talks, Seminars, Conferences, Symposium, Webinars, Refresher Courses and Faculty Development Programmes etc. These programmes attended as a part of professional development vary in terms of area and nature. The information gained through these is shared with each other for better understanding of the policies and regulations. For the benefit of the other institutions, various programmes are organized in collaboration with them. Also, the information is disseminated by inviting other institutions to attend the programmes organized on the policies and regulations. Training Programme on NDLI and N-List resources and many more are organized by library also.

2.6 Evaluation Process

2.6.1

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

Response:

At the college level: At the college level, the students are evaluated continuously through the activities like interaction with the experts during expert talks, webinars, seminars, workshops, and symposiums etc., competitions, celebrations, participation in community engagement activities, educational/ field visits etc.

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: C. Any 2 of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Internal Evaluation:

Tests: After tests, the answer papers are shown to students. If students' find any discrepancy, it is informed to the concerned subject teacher and gets it solved immediately.

Seminar/ Quiz: Panel is appointed to evaluate performance of students in Seminar/ Quiz. If any grievance comes up with respect to this, instant attention is paid to it by resolving the issue.

Task/Assignments: Assignments are checked in front of students to make them aware about their mistakes. If any grievance comes up with respect to this, instant attention is paid to it by resolving the issue.

Attendance: Attendance is displayed on notice board. If students' find any discrepancy, it is informed to the concerned subject teacher and gets it solved immediately.

External Evaluation:

Students are provided with proper assistance with respect to the exam form filling in the correct way. If any student faces any difficulty with respect to the details appearing on the hall ticket, it is addressed immediately and solved with the help of admin staff. The grievances related to university evaluation such as request for answer papers, re-evaluation of answer papers, ATKT form filling etc. are resolved with proper guidance and assistance from the teaching and non-teaching staff.

2.6.4

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

Response:

Once the academic calendar is made, it is discussed with all staff members and necessary modifications are made by considering the suggestions of the faculty with respect to the same. Once it is approved by all members of the staff, before administering it, it is presented to the CDC, IQAC and management committees for their review. Necessary changes are made keeping in mind the suggestions of these committees, if any. Once it is reviewed and approved by the management committee, the finalized version of the academic calendar is uploaded on the college website for students' reference.

The academic calendar prepared is comprehensive in nature. It includes curricular, co-curricular, and extra-curricular activities that will be held during the academic year. To name a few important ones are internship period, examination dates, dates for the class test and essay test, mid-term break, vacation, public holidays, various competitions, celebrations of various national and international days and festivals, tentative time framework for different courses, etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered to. The timetable

committee with the help of other committees, cells and clubs guarantees effective administration of the planned academic calendar for the benefit of students.

At the end of year, mapping document of planned and conducted activities with respect to dates is prepared and necessary corrective actions are planned for next academic year to minimize the variations.

File Description	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:

The PEO's of the course offered are aligned with the Vision, Mission, Core Values and Objectives of the college. Thus the college ensures the all-round development of the teacher trainees by attaining the set goals through effective planning, execution and evaluation of PEOs.Carefully planned and a comprehensive list of PEOs, PLOs and CLOs demonstrates the output of the B.Ed. programme in terms of students' achievements and learning outcomes. This proves the inclination of the institution towards the Outcome Based Learning.

The institution takes utmost care to impart education through contextualized curriculum which is in alignment with the stated PEOs, PLOs and CLOs. Apart from the prescribed activities listed in the curriculum, a variety of activities are added to the curriculum. The college ensures that these added activities cover all aspects of PEOs and thus, prepare students for 21st century learners. Also, varied curricular, co-curricular and extracurricular activities organized for students enables the institution to make best use of the diversity of the classroom and attain the desired results with respect to the planned PEOs, PLOs and CLOs.

The college constantly keeps monitoring the methodologies used by the faculty to transact the curriculum. Constant encouragement given by the principal results in the use of participative methodologies which keep students at the Center of the teaching learning process. Use of such techniques like research-based learning, community-oriented learning, inquiry-based learning, cooperative learning, technology-oriented learning, experiential learning, value based learning etc. helps college attain the PEOs, PLOs and CLOs

2.7.2

Average pass percentage of students during the last five years

Response: 86.27

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
47	47	44	29	9

File Description	Document
Data as per Data Template	[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 result of this well-planned teaching learning process reflects in the performance of students which becomes an indicator of the attainment of professional and personal attributes in line with the PEOs, PLOs and CLOs. The students' progress is continuously monitored by scrutinizing their test results, class involvement, disciplinary attributes, interpersonal skills, class behaviors, performance at the internal assessment, engagement in community oriented projects etc. This clearly proves the constant and continuous monitoring of students' performance to achieve the best output. Thus, both the professional as well as the personal attributes are given appropriate weightage in order to achieve the vision and mission of the College.

Professional Attributes: The Two Years Choice Based Credit System course being a professional course, demands the development of professional attributes among the teacher trainees. These professional attributes such as content mastery, effective use of subject specific teaching methodology, application and creation of knowledge, positive attitude towards teaching career, ability to carry out research and reflection, technological efficiency, globalized competency to suit the demands of the job market are kept at the prime focus. The attainment of these professional attributes are monitored and evaluated using both the formative and summative evaluation carried out throughout the year using the formal and as well as the informal ways.

Personal Attributes: The teacher being the agent of social change needs good character and a strong value system. Keeping this in mind, the college puts in special efforts to mould teacher trainees in this direction. Students' progress in this direction is monitored by assessing their performance during group activities, value based assemblies, value based courses, organization of festivals and events at the college and school level, their interaction with the students, peers, faculty and principal at the college and school level this ongoing assessment of students enables the faculty to keep check on the attainment of personal attributes.

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 48

File Description	Document
Data as per Data template	[View Document](#)

2.7.5

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

Response:

The identified initial needs of the students through the earlier mentioned activities are then discussed for the intervention. Learning outcomes of the activities organized as a part of this programme becomes the evidential bases of students' progress by helping them overcome their challenges.

A few initial needs are discussed as follows:

Through the readiness activities it was observed that a few students were not proficient in linguistic skills. This need was identified and a Grammar Course was organized for them which helped them improve their linguistic skills. This improvement was noticed during internship programs and students' active involvement in the course activities.

Through mentoring, it was identified that the students had the stage fright and a fear of facing students. Thus, to boost their confidence the institution had organized a Teaching Skills Programme and a Personality Development Programme. These programmes made them confident which was seen through their performance during the internship programmes.

Performance tests conducted as per students' methods brought out few cases with poor content knowledge. To address this issue, a content enrichment programme was planned for students. The re-test taken showed the remarkable improvement in the area of students' content knowledge and understanding.

Students' preference and the performance in the prescribed activities conducted by college substantiated the fact that students' initial needs were catered by college as at the exit point questionnaire students endorsed these facts.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

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
Data as per Data Template	[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

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	[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: D. Any 1 of the above

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: 1

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
0	5	2	0	1

File Description	Document
Data as per Data Template	[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: 0.25

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
0	0	0	0	2

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

3.3 Outreach Activities

3.3.1

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

Response: 0.4

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
0	0	0	0	2

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

3.3.2

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

Response: 100

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
100	103	99	96	64

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: 100

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
100	103	99	96	64

File Description	Document
Data as per Data Template	[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:

College organizes various community outreach activities throughout the year to sensitize the trainee teachers towards their duties towards the society. These activities also serve the citizenship training goal of education and help in preparing responsible and empathetic citizens.

Green Initiatives: Tree Plantation, Swatch Bharat Abhiyan Conducted.

Donation Initiatives: Old Age Homes and Orphanages Visited and goods are donated.

Health Related Initiatives: Awareness sessions, rallies, health checkup and blood donation camps are organized.

Career Counselling Initiatives: In colleges career counselling sessions were conducted.

Water Conservation Initiatives: Activities conducted related to conservation of water and savage of

water.

Road Safety Initiatives: Traffic Awareness Program and Activities related to road safety are conducted.

Gender Initiatives: Gender equity and sensitization sessions were organised.

Yoga Initiatives: Yoga Day is celebrated every year.

Celebration of Days: Various international and nationals days celebrated.

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
0	0	0	0	0

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: 0.8

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
0	1	1	1	1

File Description	Document
Data as per Data Template	[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: 17

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: 17

File Description	Document
Data as per Data Template	[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: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	[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:

1. Classrooms

All the classrooms in the College are furnished, capacious and well ventilated. All the classrooms are equipped with Desks, bench, Platform, Fans, Tube lights, black board. As per requirement LCD Projector, Laptop/ Computers, LAN/Wi-Fi connectivity is provided to ensure the conducive environment for teaching-learning.

2. Laboratories

Laboratory facilities are as per the norms of regulatory authorities satisfying the requirements of furniture, carpet area, lighting, and ventilation. These well-equipped laboratories provide adequate experimental set-ups for carrying out experiments as per the University syllabus.

3. Computing Equipment

The College has 25 computer systems with licensed/ free software installed. Enough supporting equipment like scanners and printers are also available. Internet facility of bandwidth 300 Mbps is also into existence.

4. Seminar Hall and Auditorium:

College has well equipped seminar hall and Auditorium with adequate seating capacity, with facilities like LCD projectors, raised platforms and public-address system with internet facility to make it suitable for the big gatherings.

5. Library

College library is enriched with books of various current as well as syllabi-based books, journals and e-journals are subscribed as per need. Marathi, English and Hindi newspapers are made available for the stakeholders.

Other Facilities:

1. Washroom and Drinking Water Facility

Adequate Gents and Ladies washrooms are available along with water purification and cooler facility.

2. Sports and Games

The College has a spacious and well equipped indoor-sports room, where students can play games. Sufficient area is allocated to outdoor sports and games with adequate facilities.

3. Cultural

Seminar Hall is available with adequate facilities to conduct various cultural activities. When required open auditorium is created in playground for conduction of cultural event.

Add on Facilities:

Photocopy Facility and First Aid Room are also available in the campus.

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: 0

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

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

Response: 3

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

4.1.3

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

Response: 48.77

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
3.71	4.58	1.97	4.49	1.87

File Description	Document
Data as per Data Template	[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:

Integrated Library Management System (ILMS):

College library is automated with Saral Software. It is a user-friendly software developed to work under client – server environment.

The software is featured with the following 5 modules to facilitate all the essential functions of the library in a computerized environment.

1. Acquisition
2. Catalogue
3. Circulation
4. OPAC
5. Serials controls

Subscription to e-resources:

1. e-journals: Online Subscription.
2. e-ShodhSindhu: College Level Membership
3. Shodhganga Membership: Faculty Level Membership
4. e-books: Free e-books Available
5. Databases: Available in Hard and Soft Copy
6. Remote access to e-resource: e-library tab created on institutional website.

Amount spent on purchase of books, journals:

In last 5 years approximate 5% amount excluding salary is spent on purchase of books, journals and other allied library activities.

Per day usage of library:

Daily more than 20 students and 7 faculty members use the library.

4.2.2

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

Response:

Subscription to e-resources:

1. e-journals: N-List Subscription.
2. e-ShodhSindhu: College Level Membership
3. Shodhganga Membership: Faculty Level Membership
4. e-books: Free e-books Available
5. Databases: Available in Hard and Soft Copy
6. Remote access to e-resource: e-library tab created on institutional website.

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: D. Any 1 of the above

File Description	Document
Data as per Data template	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: 0.2

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
0.23	0.02	0.24	0.41	0.08

File Description	Document
Data as per Data Template	[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: 8.5

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: 160

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: 196

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: 156

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: 220

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: 186

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](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

College provides computing facility with 25 Computers with required configuration. These are distributed among the various departments for academic and administrative work.

The College has high speed internet of 300 Mbps to cater the need of academics as well as allied processes.

Key Features:

- Computer Laboratory, to facilitate internet access for all the students, staff, and faculty members. This facility enables users to access meaningful information available online.
- E- Governance system by use of ERPs is implemented in Administration office, Exam Section for providing efficient service to the students, staff, and faculty members.
- LCD Projectors, Smart Boards, Printers, Scanners, CCTV, Wi-Fi, LAN, and Internet facility etc. are also available for effective teaching learning process.
- Digital section in the Library with high-speed internet connection helps the students and faculty to browse videos, e-journals, e-magazines, e-newspapers etc.
- Google Classroom and Google Forms for effective Teaching-Learning and data collection is implemented recently.

4.3.2

Student – Computer ratio for last completed academic year

Response: 4

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

4.3.3

Internet bandwidth available in the institution

Response: 300

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

Response: 300

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	[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: 33.63

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
5.06	1.29	3.46	1.08	0.57

File Description	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:

The institute has developed a standard methodology for utilization & maintenance of all physical, academic & support facilities available in the campus.

Laboratories: The labs in the institute are administered by Laboratory In-charge (a faculty). In case of any maintenance/repairs, the Laboratory In-charge initiates the appropriate corrective action in consultation with the principal of the institute.

Utilization of support facilities: The infrastructural and resources utilization of the institute is administered by the principal. Faculty members are allowed to put up to the principal of the institute requirement if any with regards to extension, renovation, alteration, relocation etc. of the available resources and facilities.

Sport / Ground Maintenance: A Coordinator is assigned the responsibility of maintaining sports accessories and supporting accessories of indoor and outdoor games. College uses governement ground for outdoor games with due permission from concern authority as and when required.

House Keeping of classrooms, laboratories and the entire institute campus: Institute has in-house house-keeping team which looks after all the cleanliness of the classrooms, laboratories and the entire campus.

IT Facilities: Institute appoints computer technician from outside as and when required to maintain the IT facilities in the Institute which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals.

Electrical Maintenance: All the electrical maintenance of the peripherals, equipment's, infrastructure, and power related resources available in the institute are carried out by electrician hired from outside as per need.

Green Initiatives: Institute has employed a dedicated support staff who take care of Trees and Plants at various locations in the institute.

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: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	[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: D. Any 5 of the above

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: E. Any 1 or none of the above

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: E. None of the above

File Description	Document
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 6.82

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
2	2	6	1	1

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

5.2.2

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

Response: 6.38

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

Response: 3

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

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

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

5.2.3

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

Response: 6.25

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
6	1	2	1	1

File Description	Document
Data as per Data Template	[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:

As per the directions of the Director Student Welfare, RTMNU, Nagpur, institute level Student Council is formed.

The Student Council consists of following members:

1. University Representative

2. Cultural Representative

3. Sports Representative

4. Ladies Representative

5. Class Representatives

The main objective of forming the student council is to develop the leadership qualities in students. The other objective of student council is to arrange and host social, extra-curricular and Co-curricular activities in the institute.

Students are also actively involved in various other institute level committees like Grievance Redressal and Anti Sexual Harassment Committee, Anti Ragging Committee, Library Committee, Women Internal Complaint Committee/Woman Development Cell, IQAC etc.

Ultimately, student council establishes and nourishes a healthy, co-operative environment in the institute, which helps in overall development of all students

5.3.2

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

Response: 3.6

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
4	3	4	3	4

File Description	Document
Data as per Data Template	[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:

The College do not have registered Alumni Association, but alumni meetings were conducted every year.

To strengthen the alumni network by bringing all graduates together to share their experiences, offer support, and provide guidance to students. Alumni are connected to each other and teachers in various parts of world through social media sites

Every year, the College hosts the alumni meet. The event attracts 10-20 alumni on an average. During the meeting, alumni share their memories as student, experience as alumni, bond with teachers, attachment and express their ideas for improving the College's overall success.

Alumni effectively contribute by visiting to the department to provide guidance through guest lectures, seminar, and workshops. Now a days, they guide students using online portals also. Students interested in pursuing higher education abroad contact alumni and get guidance from alumni who have completed higher education or pursuing higher education. Teachers act as mediators between alumni and students. This extended support helps a lot to students who are pursuing higher education in foreign countries especially. Students communicate with Alumni via phone, email, and social media.

Alumni provide input through feedback forms on the college's infrastructure and other academic processes, as well as suggest gaps in the curriculum based on current industry demands.

In short, our alumni instil confidence in the students by relating their own journey, extending their support for extensive career and social responsibilities.

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

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
Data as per Data Template	[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:

Mechanism through which Alumni Association supports the institution in nurturing special talent:

Professional Growth and Opportunities: The Alumni Association serves as a pivotal force in nurturing exceptional talent by actively facilitating job opportunities and internships for students

Mentorship and Guidance: Alumni serve as mentors to students, offering guidance and support in their academic and personal journeys. They provide valuable insights into their respective fields and help students navigate challenges. Alumni share their experiences and lessons learned, motivating students to strive for excellence and overcome obstacles.

Skill Enhancement Programs: Alumni conduct sessions on topics like communication, leadership, and technical skills, preparing students for the competitive job market.

Networking Opportunities: The Alumni Association plays a pivotal role in organizing networking events that foster meaningful connections among students, alumni, and professionals.

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:

The vision and mission of the institute have been developed with the active participation of all faculties and guidance from experts of various fields. The institute aims at becoming renowned institute of students? choice with courses aligned with recent development and need of society. The institute follows ethical practices and encourages Indian culture and value system. The institute is also committed for rural youth development and woman empowerment. The top management including Trustees, Governing body, Local Managing Committee/ College Development Committee, Principal, and Faculties are involved in design and implementation of quality policy and plans.

The resolutions related to policies and plans, made during meetings of Governing body and local managing committee/ college development committee are communicated to the principal. These are discussed in regular meetings and action plans are prepared. The minutes of these meetings are briefed to faculty in regular meetings. Considering the vision and mission of the institute, action plan based on academic calendar, co-curricular, and extra-curricular activities are prepared by the coordinator in consultation with senior faculties, alumni, and the principal. The difficulty, if any, in execution is conveyed to higher authorities for the guidance and solutions. Various committees at institute level are formed in each academic year. The faculties constitute the members of these committees and are authorized to take appropriate decisions according to the role of committee in academics. With due involvement of the students, faculties, academic experts, and visiting experts; the institute has developed a well formulated meticulous feedback system. The data so generated would help the institutional authorities in fair assessment of the fulfillment of the institutional vision and mission.

Interaction with stakeholders viz. alumni, parents, employers, take place and their suggestions, feedback are taken for continuous improvement in teaching and learning process.

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization:

The management provides academic leadership to the faculties in various ways. Principal is duly authorized to carry out the staff selection process, and shortlisted candidates are recommended to the

management for new appointments.

Principal is empowered to allocate specific subjects to appropriate faculty for the betterment of students and to get quality results. Apart from the academic workload the principal can also assign few administrative duties to the individual faculty based on the ability and the leadership qualities of the individuals. Principal can frame strategies for maintaining discipline & attendance, conducting seminars/workshops, guest lectures, Visits, intenship and training programs.

Every faculty is given complete freedom to decide the suitable teaching methodology of his/her choice, evaluation mechanism and recommend books. Faculty is given freedom to carry out higher education including doctorate. The management encourages the faculty members to work on various key positions of university committees.

Participative Management:

Various committees are formed in each academic year. The faculty, Staff, Students and External Stakeholders constitute the member of these committees and are authorized to take appropriate decisions according to the role of committee.

6.1.3

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

Response:

Institute believes in transparency in all academic, administrative as well as financial activities:

Financial Transparency: The Institution is self-financed and the fee is decided as per the guidelines of Shikshan Shulk Samiti (SSS), Government of Maharashtra. Salary of all faculty and staff members is directly credited to their respective bank account to maintain the financial transparency. The institution conducts statutory audit from external auditor at the end of the financial year.

Administrative Transparency: The functioning of the institute operates at four different levels such as Student, Faculty, Staff and Principal. The institute has constituted committees as per the norms and also additional committees for internal coordination and monitoring of the activities. Students are representing the committees related to academic and student support. The college ensures administrative transparency by way of active participation of its all the stakeholders.

Academic Transparency:

Entire curriculum and examinations are conducted as per rules of RTMNU, Nagpur. Institutional and Teachers feedback from students is collected and necessary measures are initiated based on feedback and remarks given.

Other Functions: College implements the transparent procedure to eradicate any kind of defects

observed voluntarily or involuntarily in any other functions. Whenever any lacuna is pointed out an appropriate enquiry is conducted to set off and rectify the system.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The functioning of the College operates at three different levels such as Student, Faculty and Principal. The College provides various forums for all of them to develop and deploy the same at department, College, and society level by assigning them various responsibilities. The Principal as a leader understands the strength of the faculty and assesses involvement of faculty while executing specific tasks. The Principal is empowered to allocate specific faculty to handle dedicated events in best possible way.

Student level:

- Support provided to organize curricular, co-curricular and extracurricular activities.
- Responsibilities like coordination of industrial visits and leadership in Extension Activities.

Faculty level:

- Opportunities to lead specific committee while conducting various activities at department and College level.
- Motivation to lead the students' community by organizing industrial visits, events, seminars/ workshops and guest lectures.
- Encouragement to apply for post-graduation and Doctorate degree by research.
- Decentralization of various responsibilities to develop leadership at department level.
- Planning and monitoring the functioning of department and student performance.
- Interaction with external agencies and professional bodies for empowerment of faculty and students and eventually the College.

Principal level:

- Freedom to execute academic activities.
- Execution of plans approved by Management Committee.
- Financial freedom and encouragement for improvement of quality outcomes.
- Appreciation for execution of best practices.
- Organizing events and programs for the benefit of faculty, staff and students.

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:

Administrative Setup: Management committee is the apex governing body of the College headed by the Chairman of the society is responsible for policy making and budget approval. The institutional decisions are made by the principal in the consultation with management. Coordinators and various committee/cell in-charges are directed by Principal. The College has constituted committees as per the norms and additional committees for internal coordination and monitoring of the activities.

Appointment and Service Rules: Recruitment procedure and policies are followed as per RTMNU, Nagpur, Government of Maharashtra, and Regulatory Authorities. Principal is authorized to carry out staff selection process as per the norms and shortlisted candidates are recommended to the management. Promotion and service policies are followed as per RTMNU, Nagpur, Government of Maharashtra, and Regulatory Authorities

Grievance Redressal mechanism for faculty, staff and students: Grievance Redressal Committee is formed at the College level to address the grievances/complaints received from students and staff members. A separate Women Development Cell / Anti Sexual Harassment Committee and Anti-Ragging cell is also constituted to address any specific complaints.

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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	[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 various college level committees formed for the smooth functioning are listed as follows:

1. IQAC

2. Anti-Ragging Committee

3. Women Internal Complaint Committee/Women Empowerment Cell

4. Grievance Redressal and Sexual Harassment Committee

5. Training and Placement Cell

6. Library Committee

7. Students' Council

8. Local Managing Committee/ College Development Committee

9. Governing Body/ Board of Governance

The institute has constituted committees as per the norms and also additional committees for internal coordination and monitoring of the activities These committee coordinators have been assigned responsibility of scheduling meeting and maintaining minutes of the meetings. After conduction of meetings action taken, reports are also prepared to implement resolutions/ decisions of committees.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institute implements following welfare measure for faculty and non-teaching staff.

Faculty:

- Motivates and deputes faculty for pursuing higher education.
- Encouragement for the faculty for attending workshops, conferences, seminars, short term courses and faculty development program.
- Encourages the faculty to become members of professional bodies and to participate in the activities organized by them.
- Promotes and motivates the faculty to use the ICT tools in their teaching-learning process.
- Encourages the faculty for publication of research papers in reputed Journals/conferences.

Staff:

- Institute organizes training programs as per the need for skill development of non-teaching staff.
- They are encouraged to participate in the organization of technical events.

The other welfare provisions made for both faculty and staff as described as below:

1. Leaves (Casual, Earned, Medical, Vacation) as per University norms.
2. Maternity leaves for female faculty and staff.
3. Medical Facility/ First Aid.

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: 100

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
8	8	8	8	8

File Description	Document
Data as per Data Template	[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: 10

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
2	2	2	2	2

File Description	Document
Data as per Data Template	[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: 12.5

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
4	1	0	0	0

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

6.3.5

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

Response:

The institute adopts self-assessment appraisal system to monitor the performance of faculty and staff. Academic Performance Indicator (API) form are filled by all faculty and staff members. There are three different API forms for faculty and staff members.

Faculty:

The information in the faculty API form includes general information, Academic background, qualification up-gradation, Training Programs, FDP, Workshop, Conference, Orientation Program attended during year, Co-curricular and Extra-curricular activities, research and publications and other academic contributions. The API from provides self-assessment, assessment by Faculty first and then by principal.

Staff:

Self-assessment of supporting staff includes information related to administrative responsibilities/ work

handled, office report, supervisor report, and Principal's report.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The budget estimates and audited statements are prepared regularly. The internal and external audits are carried out to ensure effective and efficient use of financial resources. There is a proper allocation and utilization of the annual budget.

Institution Internal Audit: Internal financial audit is the continuous process and Accountant mainly handle it. Internal audit is carried out annually.

Institution External Audit: Every year a group of external auditors comprising a team of chartered accountants perform the auditing of the institute's financial records and book as per guidelines of the income tax department. For external audit Management has appointed chartered accountant firm who takes care about external audit at the end of every financial year.

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
0	0	0	0	0

File Description	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:

Strategies for mobilization and optimal utilization of resources:

The institute is self-financing and the main source of the income is tuition fees and development fees. As per the annual requirement, proposed budget is prepared by Principal and Accountant considering previous year actual expenditure and future plans. Proposed budget are finalized in meetings with Management Committee. Deficit, if any, is taken care by management through bank loans/ other resources.

The process for mobilization policy is given below:

- Institute detailed budget.
- Institutional receipts (Tuition and Development fee) are properly deposited and utilized for institute's salary and non-salary expenditure. This complete process is monitored by Accountant and Principal.
- As per the requirements of different departments, laboratories, central library, store and student support and infrastructure facilities in charge of facilities can directly write to principal for any purchase/ alteration/ new facility creation.

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:

Quality Assurance Strategies Implemented after formation of IQAC:

- Restructuring of Feedback Mechanism
- Establishment of Mechanism to cater students' diversity
- Implementation of OBE System
- Planning and Conduction of Outreach and Extension Activities.
- Collaboration and MoUs
- Upgradation of IT Facilities
- Formation of Various Committees and Cells
- Creating/ enhancing facilities for use of renewable energy, water conservation, physically handicap friendliness, green initiatives and waste management strategies.

6.5.2

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

Response:

Measures taken to review the teaching learning process include:

- Preparation of academic calendar to ensure adequate time allotment for teaching learning
- Feedback collection, analysis and corrective actions initiation.
- Formative evaluation activities in form of quizzes, assignments is useful to ascertain the effectiveness of the teaching learning process.
- Faculty empowerment through attending of courses and workshops helps to bring in new ideas into the teaching learning process
- Implementation of OBE system.
- Views of external experts were got through the Academic Audit / Local Inquiry Committee of university undertaken by college.

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: 15

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
15	15	15	15	15

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

File Description	Document
Data as per Data Template	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:

Prior to formation of IQAC, the institute had various practices leading to quality assurance in teaching-learning process and overall improvement listed in following table:

Details		2017-18	2018-19	2019-20	2020-21	2021-22
Students	Intake	50	50	50	50	50
	Admissions	48	50	50	50	52
	Number of Reserved Category Students	25	25	25	25	25
	Number of EWS/ PH Students	0	0	0	0	2
	Students benefited by guidance for competitive examination & career counseling	64	96	99	103	100
	Number of students placed	8	5	16	7	4
	Number of students opted for higher education	1	2	2	2	2

	Number of students qualifying competitive examinations	3	5	4	2	4
Faculty	Faculty Sanctioned post	8	8	8	8	8
	Faculty Filled post	8	8	8	8	8
	Number Faculty with PhD	1	1	2	3	3
	Number of Faculty with NET/SET	4	4	4	4	4
	FDP for faculty organized by institute	1	1	1	1	1
	FDP attended by faculty outside the institute	8	8	8	8	8
Research and Development	No. of Research Paper in Journals	2	0	1	7	1
	Papers in National / International conference	0	1	0	0	0
MOUs	Count year wise	14	4	2	0	2
Outreach and Extension Activities	Number of Extension and outreach programs	12	12	12	12	12
	Number of Awards and Recognition	5	5	5	5	6

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:

College has prepared policy document for streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements by the name 'Energy Policy.' Few Initiates taken under this policy are:

- Solar Lights are installed in college.
- Old tube lights are replaced by LEDs.
- Awareness about turning off lights and fan while leaving the classroom/ laboratory is created orally as well as posters are put on wall.

7.1.2

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

Response:

The institute is very much conscious about the waste management to keep the campus clean and eco-friendly. The waste management in the campus is as briefed below.

Solid Waste Management: The solid waste collected from the campus is given to NMC Vehicle next day.

Liquid Waste Management: The liquid waste generated from the campus goes directly to the drainage system created by the local authorities in the vicinity of the institute.

E-waste: The E-waste collected is given to supplier of IT facilities and discount on new purchase is sought.

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: D. Any 1 of the above

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: E. None of the above

7.1.5

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

Response:

College organizes various community outreach activities throughout the year to sensitize the trainee teachers towards their duties towards the society. These activities also make students committed to maintain of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

Green Initiatives: Tree Plantation, Swatch Bharat Abhiyan Conducted.

Health Related Initiatives: Awareness sessions, rallies, health checkup and blood donation camps are organized.

Water Conservation Initiatives: Activities conducted related to conservation of water and savage of water.

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: E. None of the above

7.1.7

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

Response: 3.99

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
0.37	0.04	0.16	0.39	0.40

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

7.1.8

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

Response:

College has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

Local Environment: College has conducted many activities near by the college for the benefit of the society. Activities like Tree Plantation, Swatch Bharat, Blood Donation etc., are regularly conducted.

Locational Knowledge: College plans the activities by taking care of locational advantage and disadvantage of the area.

Resources, Community Practices and Challenges: While planning any societal activity detailed planning of resources required, budget, community practices and probable challenges is made.

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: C. Any 2 of the above

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice – I

1. Title of the Practice: Mentor: Mentee System

2. Objective of the Practice: To counsel students on personal and professional issues.

3. The Context: As the college is situated in a rural area, students have different issues related to family, money, studies, etc. So, the college thought to start the Mentor: Mentee System for counselling students.

4. The Practice: At the start of the semester Mentors are allocated to the students. Mentees meet mentors for any issue of their concern and get the solution. A record of the same is also maintained.

5. Evidence of Success: It is observed that after the implementation of the Mentor: Mentee Scheme students became more proactive in participating in various activities and students are happy as they got mentors as a parent in the college.

6. Problems Encountered and Resources Required: Nil

Best Practice – II

1. Title of the Practice: Remedial Coaching

2. Objective of the Practice: To increase the pass percentage and reduce the dropout rate.

3. The Context: It is observed that in a few difficult subjects' students get failed because of the 2–3-mark difference. So, college decided to start remedial coaching for such students.

4. The Practice: After the declaration of the university results, students failing in a particular subject are identified as slow learners and remedial coaching is planned for them throughout the semester.

5. Evidence of Success: It is observed that in the supplementary examination students' pass percentage has increased.

6. Problems Encountered and Resources Required: Taking out additional time for remedial coaching from the routine schedule is a difficult task.

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Spreading Awareness About Various Scholarships Schemes of State and Central Government.

The objective of the Practice: To increase the number of students graduating from the rural area by spreading awareness about various scholarship schemes of state and national government.

The Context: To provide the right to education to economically backward students who stay away from the education stream because of a lack of awareness about various schemes of government related to scholarships.

The Practice: Various activities to make students aware of scholarship schemes of state and central government have been conducted as well as students were guided about Do's and Don'ts of scholarship form filling. We have observed that, because of sessions conducted, Institute is witnessing an increase in reserve category students' admissions as well as economically backward students every year.

Evidence of Success: It is observed that students benefitting from a scholarship provided by state and central government has notable count every year.

Problems Encountered and Resources Required: To bring seriousness among the students of the deadlines, and documents required is a difficult task.

5. CONCLUSION

Additional Information :

College has a dream of creating a benchmark in imparting education for the empowerment of students. The College aims to produce responsible citizens through extensive training and continuous all-round developmental activities. We, at Sheeladevi College of Education, are committed to imbibe true national spirit and ethical values and generate/reflect the same in young generation to become responsible citizens of India. The College involves all stakeholders by organizing parents, alumni, and employer meetings. Stakeholders are invited on various committees either to contribute in Academic or Non-Academic issues to keep students upgraded with latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute in decision making. In the nut shell, the College is working for betterment of society by involving all the stakeholders.

Concluding Remarks :

We, most cordially invite the very august NAAC Peer Team, to visit Sheeladevi College of Education to evaluate and asses the College for the accreditation purpose and process

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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**
	
	    Answer before DVV Verification : A. Any 5 or more of the above
	    Answer After DVV Verification: A. Any 5 or more of the above

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 2 of the above
	   Remark : Value updated as per attachment

1.2.2	**Average Number of Value-added courses offered during the last five years**
	
	  1.2.2.1. **Number of Value – added courses offered during the 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>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table>

Answer After DVV Verification :

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

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

   1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**
   Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

   Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

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**

   Answer before DVV Verification : A. All of the above
   Answer After DVV Verification: C. Any 2 of the above
   Remark : Data updated as per supporting documents

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

   Answer After DVV Verification :

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

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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
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: C. Feedback collected and analysed
	Remark : Data updated as per supporitng documents
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:

2021-22	2020-21	2019-20	2018-19	2017-18
24	18	19	26	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	18	19	26	29

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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: As an institutionalized activity in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 8 Answer after DVV Verification: 8
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>8</td><td>8</td><td>8</td><td>8</td><td>8</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>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr></table>
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 : 100

Answer after DVV Verification: 0

Remark : HEI has not provided the supporitng documents

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**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Data updated as per supporitng documents
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
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: B. Any 4 of the above
	Remark : Data updated as per supporitng documents.
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)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data i[dated as per supporting documents.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : HEI has just provided the photographs, reports of the events are not provided by the

	HEI.

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 2 of the above
	  Remark : Data updated as per supporitng documents.

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: E. Any 1 or none of the above

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: D. Any 1 or 2 of the above
	  Remark : Data updated as per supporitng documents

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**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Data updated as per supporitng documents provided by the HEI

2.4.9	**Average number of students attached to each school for internship during the last completed academic year**
	2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 5 Answer after DVV Verification: 2 Remark : Value updated as per supporting documents
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents
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)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporting documents

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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : Data updated asper supporitng documents.
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years**
	2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years**
	Answer before DVV Verification : 3
	Answer after DVV Verification: 3
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.**
	2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year**
	Answer before DVV Verification : 71
	Answer after DVV Verification: 71
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**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Data updated as per supporitng documents
2.7.2	**Average pass percentage of students during the last five years**
	2.7.2.1. **Total number of students who passed the university examination during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	44	29	9

	Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	44	29	9

2.7.4	**Performance of outgoing students in internal assessment** 2.7.4.1. **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year** Answer before DVV Verification : 48 Answer after DVV Verification: 48
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	2	0	1

Remark : Data updated as per supporting documents

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**

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents

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

3.3.1.1. **Total number of 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
12	12	12	12	12

Answer After DVV Verification :

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

Remark : Any day celebration is not an extension activity,. HEI is copying the same report every year, Data updated as per 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
100	103	99	96	64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

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**
	3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**
	3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	5	5	5

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	4	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	1	1

Remark : HEI has not conducted any activity related to linkage for faculty exchange, student exchange and research etc.

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

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

Answer before DVV Verification : 22

Answer after DVV Verification: 17

Remark : Data updated as per supporting documents

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Data updated as per supporting documents

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: 0 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 3
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
3.71	4.58	1.97	4.49	1.87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.71	4.58	1.97	4.49	1.87

|
| 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**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : Data updated as per supporting documents |
| 4.2.4 | **Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.23	0.02	0.24	0.41	0.08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.23	0.02	0.24	0.41	0.08

|

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** 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** Answer before DVV Verification : 560 Answer after DVV Verification: 160 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** Answer before DVV Verification : 560 Answer after DVV Verification: 196 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** Answer before DVV Verification : 560 Answer after DVV Verification: 156 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.** Answer before DVV Verification : 560 Answer after DVV Verification: 220 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.** Answer before DVV Verification : 560 Answer after DVV Verification: 186 Remark : Data updated as per supporting documents
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Value updated as per attachment
4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 300 Answer after DVV Verification: 300
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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Value updated as per supporting documents

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
5.06	1.29	3.46	1.08	0.57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.06	1.29	3.46	1.08	0.57

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Data updated as per supporting documents

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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 5 of the above Remark : Data updated as per supporting documents
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above
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)** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** Answer before DVV Verification:

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

4	7	16	5	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	6	1	1

Remark : Value updated as per supporting documents

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

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**
Answer before DVV Verification : 9
Answer after DVV Verification: 3
5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**
Answer before DVV Verification : 0
Answer after DVV Verification: 0
5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**
Answer before DVV Verification : 0
Answer after DVV Verification: 0

Remark : Data updated as per supporting documents

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	5	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	1	1

Remark : Data updated as per supporting documents. Data out of the assessment years is neglected

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
10	10	10	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	4	3	4

Remark : Data updated as per supporting documents and considering events, not activities

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 : A. Any 6 or more of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : Data updated as per supporting documents

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
1	1	1	1	1

Answer After DVV Verification :

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

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** Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: E. Any 1 or none of the above
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** 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** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18	 |---|---|---|---|---|
8	8	8	8	8 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---|
8	8	8	8	8	
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.** 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** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18	 |---|---|---|---|---|
2	2	2	2	2 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---|
2	2	2	2	2	
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** 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** Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	0	0

Remark : Data updated as per supporting documents

6.5.3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Data updated as per supporting documents

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**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : Value updated as per attachment

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
	Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above
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
	Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above
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
0.37	0.04	0.16	0.39	0.40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.37	0.04	0.16	0.39	0.40

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Data updated as per supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	103	99	96	64

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	53	47	42	14

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	53	47	42	14

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	44	29	9

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	44	29	9

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	50	50	50	48

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	50	50	50	48

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

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

| 9.93 | 5.25 | 8.40 | 6.71 | 3.79 |

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.93	5.25	8.40	6.71	3.79

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 25 Answer after DVV Verification : 25