



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **BHIGWAN SHIKSHAN PRASARAK MANDAL'S LOKNETE SHARADCHANDRAJI PAWAR COLLEGE OF EDUCATION**

POST BHIGWAN, TAL. INDAPUR, DIST. PUNE- 413 105  
413105

[lspcollegeofeducation.org](http://lspcollegeofeducation.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

**Bhigwan Shikshan Prasarak Mandal (BSPM) has a public Trust registered under the Societies Act, and Public Trust Act with the Charity Commissioner, Pune. BSPM runs Primary, Secondary Schools, Junior and Senior Colleges near Bhigwan Taluka Indapur District. Pune. BSPM established Loknete Sharadchandraji Pawar College of Education in the year 2003. Which has affiliated with Savitribai Phule Pune University, permitted by the Government of Maharashtra, and approved by the NCERT.**

**Loknete Sharadchandraji Pawar College of Education offers a B. Ed program on a self-financed basis. The college has the benefit of having many schools from different boards in and around the college to have better exposure during an internship at various levels.**

**Educational facilities for higher education are under approachable limits. MIDC, Paper mills, Banking sectors, hospitals, bus stops, rail stations, and national state highways are situated at a proximal distance.**

**Private residential accommodations, book stalls, stationery centres, medical shops, café centres, hotels, restaurants, and a big fish market are reasonably located.**

**Bhigwan has a well-planned city because The Government of Maharashtra has rehabilitated the villagers at Bhigwan City who suffered construction of the Ujani Dam and its backwater.**

**Bhigwan City has known as a planned city because of the construction of the Ujan Dam, and the villagers lost their land, houses, and businesses. They need to rehabilitate them with essential amenities in the nearby areas.**

### **Vision**

**Bhigwan Shikshan Prasarak Mandal (BSPM) has established the foundation of demographic principles, providing an excellent education for student teachers within a caring environment.**

### **Mission**

**The college moves forward with a mission to provide the best educational services to Student Teachers belonging to Sc/ St/ OBC/ EWS categories to be intellectually competent and emotionally balanced.**

**To provide a framework for learning within and beyond the formal curriculum that offers student teachers a range of opportunities designed to help them reach excellent standards of attainment and achievement.**

**To provide effective teaching marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.**

**To provide challenges and support for learning that suits student teachers' abilities and needs.**

**To provide accommodation, resources, and facilities appropriate to an excellent modern education.**

**To provide effective leadership and Management that enables all staff to be aware and responsive to the needs and aspirations of pupils, other staff members, parents, and the wider community; and to be successful in pursuing continuous improvement.**

**The mission is to enable the students to be competent and emotionally enhanced, socially sensitive, morally upright, spiritually oriented, and loyal teacher-citizens.**

**The college has specific objectives to achieve the mission are based on:**

### **Program Educational Objectives (PEO)**

**The graduates would transform into competent and committed academicians, curriculum developers, educational administrators, educational techno designers, and integrating self-managed learning techniques through professional networking and research activities**

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

**The college has committed, supportive, and proactive Management.**

**The college has qualified, experienced, and dedicated teaching and non-teaching staff.**

**The college maintains transparency and accountability in its governance process.**

**The college has adopted a decentralized administrative mechanism.**

**The college focuses on the rights and safety of the student teachers.**

**The college encourages students to understand the functions and governance of the various school education boards in India.**

**The college maintains effective relations with Government officials, Parent universities, Practice teaching schools, Parents, and Stakeholders.**

**The college encourages the teachers and the students to take up add-on courses for the enhancement of professional competence.**

**The college enhances continuous quality inputs to sustain the trustworthiness of the stakeholders.**

**The college follows Choice Based Credit System (CBCS)**

**The college provides Outcome Based Education.**

**The college has introduced Value added courses like Tally, MS Office, Personality development, and communication skills.**

**The college has established a mentor-mentee system and counsels the students regularly.**

**The college arranges extension and outreach activities in collaboration with NGOs**

**The college is working on the action for NEP 2020.**

### **Institutional Weakness**

**The college has a Self-Financed Institution.**

**The college generates funds and maintains a viable salary structure for the unaided staff is a committed liability on the part of the Management.**

**The State government and parent University rules and regulations interfere with admission policies and procedures in filling seats.**

**The Fee Regulatory Committee decides fees for admission that are insufficient to pay the State pay scale to the teaching and non-teaching staff.**

**No Maintenance Grant is sanctioned to a self-financed institution that adversely affects its functioning.**

**Delayed sanction of scholarships adversely affects the students and the college.**

**Due to the rigid almanac of the cooperating schools, less scope is given to experimental studies with innovative practices.**

### **Institutional Opportunity**

**The college has supportive Management.**

**The college has a Geographical advantage**

**No other education college in the vicinity.**

**The college has many opportunities to introduce value-added courses and improve the students' learning skills.**

**The college has an opportunity to expand pedagogical practices to International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE)**

**The college has good opportunity to create awareness among student teachers and stakeholders to contribute and participate in environmental protection activities.**

**The college has the best opportunity to motivate the Alumni toward developing the college and encouraging the existing students.**

### **Institutional Challenge**

**The college has no privilege of introducing a multidisciplinary Program.**

**It is challenging for the college to set up a new environment for a multidisciplinary 4-year ITEP with a strategic action plan.**

**It is challenging to the college to plan a multidisciplinary, flexible curriculum with disciplinary knowledge, pedagogical discipline, and apprenticeship-based vocational courses.**

**It is challenging to the college to arrange high-quality teacher training to combat emerging global standards**

**It is challenging to the college to change the attitude of the students toward the teaching profession**

**It is challenging for the college to re-structuring credit system based on NEP 2020**

**It is a challenge to organize a program on Continuous Professional Development (CPD)**

**It is the biggest challenge for the college to pay salary to the teaching and non-teaching staff as per the Government norms.**

**The college's biggest challenge is to provide seed money for research.**

**It is a challenge for the college to maintain Institutional autonomy for admission, recruitment, and approval of new programs.**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**The college is affiliated with the Savitribai Phule Pune University (SPPU) and offers a B. Ed professional program at the undergraduate level whose curricula are prescribed by the University.**

**The college has made efforts to supplement the university curriculum by introducing four add-on courses, like a certificate course in Tall, MSOffice, communication skills, and personality development in addition to the regular curriculum of the University.**

**The timetable committee prepares the timetable, display it on the notice boards, uploads it on the college website, and distributes the teaching workload to the teachers.**

**The teachers, as per the principal order, prepare micro-teaching plans and maintain a work diary that the Principal monitors.**

**The IQAC prepares the academic calendar at the beginning of each semester under the University academic calendar. It consists of curricular, co-curricular, and extracurricular activities, uploaded on the website and displayed on the notice boards.**

**The Principal conducts regular meetings to assess the difficulties faced by the teachers in the teaching, learning, and evaluation process.**

The college develops and deploys action plans for achieving the objectives and effective implementation of the curriculum and collects and uses feedback from Students, Teachers, Alumni, Employers, and practice schools in curriculum development and planning.

### **Teaching-learning and Evaluation**

Criterion II relates to college efforts to serve students of various backgrounds and abilities through effective teaching-learning practices.

The Government of Maharashtra conducts a common entrance examination for admission to the F. Y. B. Ed program. The college admits the eligible students on the merit list received from the concerned authorities. The process of enrolling students in the program is through a transparent, well-administered mechanism, complying with all the norms of the concerned governing authorities, including the State Government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai from time to time.

The college engages students in higher-order thinking and inquiry through interviews, focus group discussions, debates, projects, presentations, experiments, practical sessions, and internships are essential considerations.

The college motivates the teachers to use ICT-enabled tools in teaching pedagogy and other new and emerging technologies.

The efficiency of the techniques used to evaluate the performance of teachers and students continuously is a significant concern of the criterion.

The college provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid, and student support services.

The college develops Practice teaching plans in partnerships that cooperatively involve school staff and custodial teachers.

The assessment and evaluation plan is comprehensive, reliable, objective, and transparent, and students are well-informed in advance.

The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning

## **Infrastructure and Learning Resources**

The criterion seeks to find data on the adequacy and optimal use of facilities available to maintain the quality of educational and other related activities on the college campus.

The college has its RCC-structured building exclusively utilized for teaching-learning and evaluation purposes.

It includes the principal office, administrative office, well-ventilated classrooms including ICT-enabled classrooms, seminar hall, various cubicles, standard rooms for boys and girls students, examination office, storeroom, and IQAC cabin.

The college has a well-maintained playground with play fields like Kabaddi, Kho-Kho, valley Ball, Basket Ball, and courts for athletics and indoor events facilities.

The college continuously enhances its infrastructure to keep pace with its educational development, along with adequate mechanisms for maintenance and optimal infrastructure utilization.

The college has a sound library, reading room, computer facilities, and other learning resources with easy access to all its constituencies.

## **Student Support and Progression**

The criterion primarily aims to provide students with the necessary support to facilitate a good campus experience and overall development of the students.

The college cares for student preparedness and pre-requisite knowledge and skills to have a mindset towards completing the course and teaching profession.

The focus of the criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality.

The college has constituted various cells for the benefit of the students and their representation on the cells like IQAC, Student Welfare, Student Grievances regarding examination, Internal Complaint Committee, Student Council, Feedback Collection Cell, and Sports events. It develops the students' leadership qualities through involvement in various activities.

The college monitors the students' progress at various stages of the program, and appropriate advice is provided.

The college provides continuous support through personal health care, medical check-up, and counseling for a conducive learning environment.

## **Governance, Leadership and Management**

The criterion helps to gather data on the policies and practices of an institution in terms of planning

**power, recruitment, training, performance evaluation, and financial management planning.**

**The participative management process and creative administration of human and material resources are relevant here.**

**The college is conscious of its quality provisions and has a well-established functional internal quality management system that operates on participation and transparency principles.**

**The college communicates its goals and objectives to all stakeholders.**

**The college has good resource management practices that support and encourage performance improvement, planning, and implementation strategies of the teaching-learning process.**

**The college keeps looking closely at financial matters and prepares budget estimates yearly.**

**The college conducts internal and external audits annually from a certified chartered accounting firm.**

**The college provides IT infrastructure for accessing information networks for teachers, students, and administrators.**

**The college provides a healthy, clean, immaculate physical environment and academic and support facilities that are reliable, vibrant, and prone to high performance for personal and professional growth.**

**The college has established a College Development Committee, which has architected systems and processes for regular and timely maintenance for optimal utilization of infrastructure and academia.**

### **Institutional Values and Best Practices**

**The criterion focuses on the extraordinary efforts of an institution's values that influenced its academic excellence.**

**The college's internal quality assurance systems, best practices, and stakeholder relationships make institutions reflect on the quality culture.**

**The focus of the criterion is captured in the following statements and critical aspects:**

**The college exhibits sensitivity to changing educational, social, and market demands.**

**The college is ready to foster an environment of creativity, innovation, and quality improvement.**

**The college caters to inclusive practices and better stakeholder relationships.**

**The college adopts quality management strategies in all educational and administrative aspects.**

**The college strives to promote value-based education, social justice, social responsibilities, and good citizenship among its student community**



## **Research and Outreach Activities**

**The criterion seeks information on the college policies, practices, and achievements in research, innovation, and outreach activities.**

**It deals with the facilities provided and efforts made by the college to promote 'research culture among the teachers and the students.**

**The college is responsible for enabling teachers to undertake research projects applicable to society and the college.**

**Reaching out to the community in several ways and contributing to its development is a social responsibility and a core value to be demonstrated by the college is a significant aspect.**

**The college supports professional development and encourages teachers to publish research papers in reputed journals and join Ph. D.**

**The college encourages its students and teachers to participate actively in community outreach activities organized by the college in the vicinity.**

**The college encourages its teaching and non-teaching staff to provide consulting services for the school sector and actively engage in their respective areas of expertise.**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Bhigwan Shikshan Prasarak Mandal's Loknete Sharadchandraji Pawar College of Education
Address	Post Bhigwan, Tal. Indapur, Dist. Pune- 413 105
City	Bhigwan
State	Maharashtra
Pin	413105
Website	<a href="http://lspcollegeofeducation.org">lspcollegeofeducation.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lonkar Ujjawala Damajirao	02118-246771	9860116100	02118-246771	laxmiujjw@gmail.com
IQAC / CIQA coordinator	Gaikwad Anita Krishnanath	02118-246246	9823160996	02118-246246	anitagaikwad2014@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

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	<a href="#">View Document</a>	31-05-2015	60	

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	Post Bhigwan, Tal. Indapur, Dist. Pune- 413 105	Rural	5	2092.85

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,One	24	Any Graduate	English	50	50

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	4	4	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				5
Recruited	2	3	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	0	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	27	0	0	0	27
	Female	75	0	0	0	75
	Others	0	0	0	0	0
Certificate / Awareness	Male	35	0	0	0	35
	Female	90	0	0	0	90
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	2	2	3	2
	Female	3	2	3	5
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	3	2	0
	Others	0	0	0	0
OBC	Male	20	13	18	9
	Female	20	26	12	28
	Others	0	0	0	0
General	Male	9	17	16	15
	Female	21	38	43	41
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		76	102	97	100

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The affiliated university and Government of Maharashtra have not started National Education Policy in the affiliated colleges during the assessment period. Hence, the response from the college is nil.
2. Academic bank of credits (ABC):	Academic Bank Credits account opening process has started in the college. The NEP work is yet to start for the year 2023-24
3. Skill development:	skill Development courses yet not approved by the affiliating university.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has affiliated with the Savitribai Phule Pune University after approving the SPPU for new NEP 2020 will be commenced in the college.



5. Focus on Outcome based education (OBE):	The college adopts the OBE system for the existing programs but not the new NEP programs
6. Distance education/online education:	The college has an affiliated status; hence, unable to start Distance Education online. If the university permits, it will be possible for the college.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college motivates the students to enroll their names in their constituency's voters list. It is a continuous process carried out with the help of the election section of the government of Maharashtra.
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?	The college has assigned the duty of the Electoral Literacy Cell to the senior teacher. The students and the senior most teacher do the said work as per the guidelines given by the government agencies
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.	A separate Electrooral club has been formed and headed by the senior students. The Electoral club organizes workshops and awareness camps and, through these activities, increases the number of voters.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college conducts projects/initiatives on electoral-related issues, especially research projects, surveys, and awareness drives. It creates content and publications highlighting their contribution to advancing democratic values and participation in electoral processes.
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.	The college has established Electoral Literacy Cell and works under the guidance and directions of the government authorities. The ELC motivates the students to fill up the voter registration forms and become eligible voters. The registration process is ongoing and open and closed as per the direction of the government authorities. The college put its best efforts into the success of the work of ELC.



## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	97	102	76
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
27	25	23	21	20
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
51	50	47	52	27
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	46	52	27
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	50	50	50	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
7	8	9	7	6

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	7	6

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 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
3.84	4.10	8.49	16.44	10.94

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 24

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:

- 1.The college has affiliated with the Savitribai Phule Pune University, Pune.
- 2.The university designs and revises curricula periodically to suit the needs of the educational institutions and society.
- 3.The college dedicated to implementing and monitoring quality teaching policies plays a pivotal role in supporting, explaining, and advocating policy on quality teaching.
- 4.The college helps the teachers use the instruments, concentrate on their core mission, and ensure that the institutional policy on quality teaching is understood and implemented correctly.
- 5.The college sustains quality teaching in a continuing, effective, and explicit way that motivates the head of departments to combine top-down with bottom-up approaches to ensure adequate time, funding, and facilities for planning and implementing quality teaching initiatives and engaging the community.
- 6.The teachers are:

- 1.Exploit the new technological tools to improve student-to-teacher interaction and to assess student progress better.
- 2.Institutional global teaching policy links with practices, methods, and tools
- 3.Collaborate with the quality units in the design and implementation of curricula.
- 4.Please take the opportunity to reflect on their actions and role in enhancing quality, gaining commitment to reflective practice, and resulting adaptation and innovation.
- 5.Consider the possible consequences of a teacher's career progression.

###### 1.The students are:

- 1.Collaborate actively with teachers and leaders in defining the initiative and the quality teaching concept, keeping the interaction alive and raising concerns about teaching, learning environments, quality of content, and teacher attitudes.
- 2.Use associations and students group to bring new ideas and influence the institutional policy on quality teaching

###### 1.Local context /situation are:

- 1.The college organizes local community-based programs regularly and encourages students to participate in community outreach activities.
2. The teachers give equal weightage to application-based learning, including laboratory work.
- 3.Preparation of projected / non-projected teaching aids, workshops, and exhibitions organized to enhance the students' learning skills.
- 4.The teachers conduct Projects, practical orientations based on local community programs, and

extension activities during the inter-semester break.

5. The teachers and students are trained to acquire competency in ICT skills and develop e-content for diversified learning experiences.
6. The librarian provides offline access to the students for their research.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** E. Any 1 or none of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 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	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:** 81.82

**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
9	9	9	9	9

**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
11	11	11	11	11

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2 Average Number of Value-added courses offered during the last five years****Response:** 0.8**1.2.2.1 Number of Value – added courses offered during the last five years**

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



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	97	102	76

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 100**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
102	100	97	102	76

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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.The current Curriculum provides opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas with the following objectives:

2.The objectives are:

- 1.To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- 2.To be competent and committed to teaching professionally to achieve excellence in Education.
- 3.To promote social change, social cohesion, international understanding, and human and child rights protection.
- 4.To enhance professional capacities like reading and reflecting on texts, understanding self, understanding the use of drama and art in Education, etc.
- 5.To encourage innovation, research, and extension activities in the educational field.
- 6.To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, and Evaluation.

- 1.The university has decided on the course, program, and program-specific objectives, and the college follows them meticulously.
- 2.These objectives provide the students' knowledge, skills, values, and attitudes related to various learning areas to the students.
- 3.After completing the B. Ed program, the students have acquired knowledge such as the Promotion of National Values and Goals, Integration of Knowledge and Pedagogy, Curricular Analysis and Enrichment, Understanding of Context and Problem Solving, Educational Evaluation, Management, Guidance, and Counselling Services, Sensitivity for Emerging Issues, Learner-

Centred Educational Practices, Knowledge Creation, Research, and Innovation, Professional Communication Skills, and Collaborative, Culture Responsive, and Creative Work Capacities.

4. The students who complete the B. Ed program can demonstrate the following curricular thrusts areas

1. The students have a coherent understanding of the field of teacher education.
2. The students have learned modern concepts and acquired the desired knowledge, skills, and desirable ways of living.
3. They have obtained procedural knowledge for different levels of school education skills specific to one's chosen specialization.
4. The students have engaged in school lessons and got varied opportunities for making predictions, estimations, and hypotheses and designing ways to test them to help students understand scientific inquiry's nature.
5. The Pedagogy in Action module on the process of science provides guidance and examples for incorporating the process of science into the classroom.
6. Capacity to extrapolate from what one has learned, apply competencies to solve different non-familiar problems rather than replicate curriculum content knowledge, and apply one's learning to real-life situations.
7. Soft skills include Effective communication skills, Teamwork, Dependability, Adaptability, Flexibility, Leadership, Problem-Solving, Research, Creativity, Work Ethic, Integrity

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

**The college commits to creating and sustaining diversity in the school system and comparative perspective inclusive, equitable, and just international school community through our focus on leadership.**

**The college teaches the students the essential concepts mentioned in the Indian constitution, such as justice, liberty, equality, and fraternity.**

**The strives not only to recognize and redistribute power but also to eradicate the systems and structures that cause and have caused injustice, inequity, and exclusion and to see the college's leadership reflect the global majority.**

**India has a long history of organized education, and Gurukuls were traditional Hindu residential learning schools. With its western style and content, the British introduced and funded the current education system in the 19th century. With the initiatives taken by the States and Centre, the education system in India has expanded exponentially over the past seven decades.**

**The main aim of pursuing a B. Ed program is to learn how to teach pedagogy subjects. During the B. Ed program, the students get an opportunity to go to the actual schools and do the teaching practice to learn about the difficulties faced in the teaching work in real classrooms and how those difficulties can be solved. Hence, in the program, the prospective teachers are taught top educational boards and the school system in India with an international and comparative perspective.**

**The characteristics of each board are enumerated below.**

**State Boards: State Boards are unique to each State and follow separate syllabi and ranking criteria. Each state board does have its educational strategy that induces a variation in the curriculum from one State to the other in India. It emphasizes state-level subjects and material of local interest that lets students study for state-level engineering and medical entrance exams.**

**CBSE (Central Board of Secondary Education) is among India's most prominent and widely acknowledged Education Boards. CBSE has accomplished this since it applies to implementing conventional teaching structures for most schools nationwide. It is also the national board, followed by several private and public schools nationwide. The commission administers exams for both personal and regular students.**

**ICSE, or Indian Certificate for Secondary Education, has a great program that reflects on the principles and fundamentals of theories. It is another practical Education Board in India, and the Council for Indian School Certificate Examination is a private school board in India.**

**CE was formed in 1958 by a privately run national Education Board in India that governs the Indian Certificate of Secondary Education (ICSE)**

**and the Indian School Certificate (ISC) for classes starting from 10 and 12, respectively.**

**NIOS: The National Open Schooling Institute (NIOS) aims to make the educational system versatile and accessible for all students. It was one of India’s many student-friendly education Boards**

**The International Baccalaureate (IB) is a non-profit academic corporation that is one of the top-tier Education Boards in India, ensuring more excellent educational services for students aged 3 and 19. The schools of the IB are deemed prestigious, at the same period, costly. It is a privately-run multinational academic organization with headquarters in Geneva, Switzerland.**

**Cambridge International Examinations (CIE): Formed in 1858, and offers international credentials to 10,000 school systems in 160 countries. Cambridge International Exams offers globally accredited certificates and examinations in more than 150 countries.**

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

- The college follows the curriculum to provide varied student experiences, derives professionally relevant understandings, and consolidates these into their professional acumen from the wide range of curricular experiences.
- The college follows a student-centred approach, an approach to education focusing on the needs of the students.
- The college follows and promotes active learning, cooperative learning, inductive teaching and learning, inquiry-based, problem-based, project-based, and discovery learning.
- The college promotes collaborative group learning, both inside and outside the classroom, Individual student research and discovery, and Research and discovery by students and teachers.
- The college teaches teaching skills through Micro Teaching, Mega lessons, and five lessons subject.
- The college invites experts to deliver lectures on micro and macro teaching.
- Student teachers develop a ‘School Profile, visit schools, observe daily routines, and interact with

the permanent teaching staff of practice teaching schools.

- The student teachers participate in the school’s curricular, co-curricular, and extracurricular activities and assist the school teachers in decorations, conducting morning assemblies, arranging sports events, and annual day celebrations.
- The two-year B. Ed program includes core subjects, Elective subjects, Enhancing Professional Capacities subjects, Practical Courses, and Skill Development subjects.
- Teaching these subjects semester-wise, professionally relevant understandings and consolidating acumen come automatically among the students.
- The college teaches professionally relevant subjects to B. Ed students are:

**B.Ed. FIRST-YEAR**

Course Type	Title of Course
Core	Childhood and Growing up
	Contemporary Indian Education, Gender and Society
	Learning and Teaching
Elective	Learning and Teaching
	Assessment and Evaluation for Learning
	Advanced Pedagogy and Application of ICT
Specialized Courses-Optional Courses	Understanding disciplines and school subjects (any two from 1)
	Pedagogy of school subjects (any two from the list No. 2)
Practicing for constructivist Teaching Learning	Teaching Competency I (a)Micro Teaching (b)Integration L Simulation Lesson
	Teaching Competency II (a) Technology based teaching teaching (c)Lessons using Models of teaching
	Teaching Competency III (a)Practice Lessons (b) Intro Internship
Enhancing Professional Capacities	A) Critical understanding of ICT – Practical
	B) Co curricular Activities and social service
	Health and Yoga

**B.Ed. Second Year**

Perspectives of Education-Core Courses;	Quality and Management of School Education
	Knowledge and curriculum, Language and curriculum
	School and Inclusive School

<b>Specialized Courses-Optional Courses.</b>	<b>Elective (anyone from list No. 3)</b>	
	<b>Additional Pedagogy Course: Understanding of School Subjects and Pedagogy of school subjects (anyone from list No. 3)</b>	
<b>Practicing for Constructivist Teaching Learning.</b>	<b>Teaching Competency IV: Practice Lessons</b>	
	<b>Teaching Competency V: Internship</b>	
<b>Enhancing Professional Capacities.</b>	<b>Reading and Reflecting on Texts</b>	
	<b>Understanding of Self</b>	
	<b>Basics of Research</b>	
	<b>Drama and Art in Education</b>	
	<b>Open Course or Entrepreneurship Development</b>	
<b>File Description</b>	<b>Document</b>	
Paste link for additional information	<a href="#">View Document</a>	

## 1.4 Feedback System

<p><b>1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li><b>1.Students</b></li> <li><b>2.Teachers</b></li> <li><b>3.Employers</b></li> <li><b>4.Alumni</b></li> <li><b>5.Practice teaching schools/TEI</b></li> </ol> <p><b>Response:</b> E. Any 1 or none of the above</p>		
<b>File Description</b>	<b>Document</b>	
Paste link for additional information	<a href="#">View Document</a>	
<p><b>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p><b>Response:</b> E. Feedback not collected</p>		

## 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	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 80.21

##### 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
18	20	17	19	18

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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
1	0	1	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 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:**

- The admission procedure for the Bachelor of Education (B.Ed.) program in Maharashtra follows the single window system.
- The Centralized Allotment Process (CAP) is carried out based on the marks obtained by the students in the Common Entrance Test (CET)
- The college conducts an entry-level assessment of the newly enrolled students after admission.
- The college has adopted an entry-level assessment system for the newly enrolled students to identify their learning needs and readiness to acquire a professional degree through the available facilities.
- The college assesses the student's needs in terms of knowledge, skills, and other requirements through the following methods before the commencement of the program.
- The admission committee orally assesses students' knowledge, communication skills, and interest in the subjects at the time of admission and advises them to choose a particular combination.
- The principal meets the newly admitted students with teachers and communicates with the students about the academic environment of the college. They also insist that the students be attentive to their studies.
- The teachers apprise the students about the ambiance of the college and inform them to maintain its high academic standard.
- The teachers devote classes to orient the newly enrolled students at the entry level.
- Feedback from the student's needs is found during the interaction sessions by respective teachers and principal and ascertain the condition of the students.
- The college conducts two types of assessment: classroom assessment and assessment of learning goals.
- The classroom assessment mainly assists learning levels and gauges students' summative achievement over the more extended term.
- The purpose of assessment is to gather relevant information about student performance or progress or to determine student interests to make judgments about their learning process.
- At entry-level assessment in a professional program, the need to assess incoming students' readiness to cope with the typical reading and writing demands they will face in their desired study.
- The college follows Formative and Summative Assessments. The formative assessment measures how a student learns during a course of study, and the summative assessment measures "how much" a student has learned after completing a unit or lesson.
- The college conducts formative assessments using various tools and strategies during the teaching-learning process. The purpose of formative assessment is to monitor student learning and provide feedback to teachers and students to help them modify their goals.
- The college monitors students' academic performance regularly to determine their achievements and progress in the teaching- learning process.

**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:** E. Any 1 or none of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** Only when students seek support

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 13:1

**2.2.4.1 Number of mentors in the Institution**

Response: 8

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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:**

### **Blended Learning method**

- The college follows a Blended Learning method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences.
- It is an instructional methodology, teaching, and learning approach that combines face-to-face classroom methods with computer-mediated activities to deliver instruction.
- This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for effective learning processes.
- Blended Learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face-to-face teaching.
- The features of a Blended Learning environment are:
  - Increased student engagement in Learning.
  - Enhanced teacher and student interaction.

- Responsibility for Learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable to self and continuous Learning
- Better opportunities for experiential Learning.

**Learning Practice:**

- Increased flexibility: Technology-enabled learning allows for learning anytime and anywhere, letting students know without the barriers of time and location but with the possible support of in-person engagement.
- Increased interaction: BL offers a platform for greater interactivity between students and teachers.
- Enhanced Learning: Additional learning activities improve engagement and can help students achieve higher and more meaningful levels of Learning.
- Learning to be virtual citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to lifelong learners, and blended courses help learners master the skills for using various technologies.
- The flexibility of BL and the ability to access internet resources allow students to learn at their own pace.
- A teacher can help speed up the learning process or give more advanced resources if necessary. Prepares students for the future: Blended Learning offers a multitude of real-world skills that directly translate into life skills from:
  - Role of a Learner in the BL Environment
  - Increase student interest: When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying.
  - Keep students focused for longer: Using computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keep students focused for more extended periods than they would be with books or paper resources. This engagement also helps develop learning through exploration and research.
  - Provides student autonomy: The use of eLearning materials increases a student’s ability to set appropriate learning goals and take charge of their Learning, which develops a command that will be translatable across all subjects.
  - Allow instant diagnostic information and student feedback: The ability to rapidly analyze, review and give feedback to student work allows the teacher to tailor his teaching methods and feedback for each student while improving time efficiency.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** 102.7

**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
7	8	10	7	6

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

**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:** 100

**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**

Response: 102

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

#### Response:

1. The Bachelor of Education program, generally known as B. Ed., is a professional program that prepares teachers for secondary and higher secondary levels and requires sensitizing to enhance the quality of training in the emerging globalized and diversified demands of the school system.
2. The college prepares the teachers to be encouraging, function as globally responsible citizens, and realize this vision.
3. The college's continual mentoring system is designed and implemented with its objectives, importance, and benefits to the mentor, mentee, and the college.
4. The mentor-mentee system supports the more experienced student's interest in developing, and less experienced student progresses within and beyond their realizable potential.
5. The mentor-mentee system includes one-to-one relationship interaction to identify and address the issues of students to enhance their academic and personal potential careers.

#### 6. Objectives:

1. To familiarize the incredible culture of the college with the students.
2. To realize the importance and potential of the mentor-mentee system with qualitative education.
3. To create a collaborative environment amongst students and teachers and bring transparency in academic and administrative matters.
4. Lay the foundation of lifelong learning, ethical conduct, and behaviour through disseminating knowledge with positive motivation, morale-boosting, and a sense of community acceptance.

1. Importance: A successful mentor-mentee system addresses career and personality development and establishes a lifelong, conducive relationship.

#### 2. Benefits for Mentees:

1. In understanding the scope for career growth and strategies for the same.
2. In optimal utilization of professional relationship with the mentor.
3. Upgradation of soft skills such as oral and written communication, behaviour, and communication.
4. Greater confidence and public addressing capabilities.
5. Career advancements and realization of self-esteem.
6. Recognizing achievements and raising aspirations.
7. Motivation and Improved performance.
8. Self-directed learning.

#### Benefits for Mentors:

1. A platform to demonstrate communication and interpersonal skills.
2. Showcase mentoring efficacy in terms of owning the mentee's growth and overall development responsibility.

3. Enhance dynamism in human resource management by dealing diligently with people of diverse natures.
4. Gather greater happiness in satisfaction feeling in helping the mentee.
5. Opportunity to build leadership and coaching skills.

**Benefits for the College:**

1. Establishment of a transparent and trusted system.
2. Better platform creation for knowledge, expertise sharing, and institutionalizing standard working practices.
3. Identify high-performing individuals and the possibility of expanding into new horizons through these high-performing personnel.
4. Enhances cross-functional and collaborative work environment that inspires competitive involvement for the more significant growth of the college.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The B. Ed program curriculum is designed and developed by the university and is based on creativity, innovativeness, intellectual and thinking skills, empathy, and life skills.

The current curriculum enhances the student's learning experience and participation in the participatory teaching-learning process.

**The B. Ed Program has a two years program summarized below.**

The core, optional, and elective courses are explored in batches using classrooms, laboratories, multi-purpose halls, and the field outside;

The college has provided these facilities to make the teaching-learning process more effective.

The college has decided on four dimensions of learning, shown in the below table, and every learning dimension has relevance and pre-decided its skills.

The college has focused on problem-solving methods, which lead to the desired goal by identifying and understanding a problem and devising a solution.

The information shown in the below table is self-explanatory in this regard.

Sr. No.	Dimension	Relevance	Related skills
1	'Learning to Know' the Cognitive Dimension	<p>To sharpen learning processes and outcomes</p> <p>To prepare students for success in a fast-changing world.</p> <p>To enhance enjoyment and relevance of learning.</p> <p>To enhance scientific thinking</p> <p>To improve learning processes and outcomes</p> <p>To foster learning that is relevant to everyday life</p>	<p>I think about thinking, questioning, interpreting information, synthesizing, curiosity, attention and analytical thinking.</p>
2	'Learning to Do' the Instrumental Dimension	<p>To facilitate problem-solving in the workplace To improve employability and promotion, regardless of gender</p> <p>To ensure practical working with other people</p> <p>To work more effectively with co-workers and customers, including through practical teamwork</p>	<p>Productivity, collaboration, risk-taking</p> <p>Career planning, solving work problems, practical innovative and creative thinking</p>
3	'Learning to Be' the Individual Dimension	<p>To contribute to holistic self-development, self-esteem, and self-</p>	<p>Self-efficacy, self-worth, self-persistence</p>

		<p>efficacy</p> <p>To support the development of coping skills</p> <p>To support the development of self-confidence and personal fulfillment</p> <p>To contribute to social skills, including relationship management</p>	<p>Self-protection, self-disciplined setting, life planning</p>
4	'Learning to Live Together the Social Dimension	<p>To improve social cohesion through creative approaches to conflict management</p> <p>To facilitate social engagement in the promotion of the common good.</p> <p>To contribute to community-based solutions to community problems.</p>	<p>Social transformation and positive change</p> <p>Ethical reasoning, responsibility, respect for active listening,</p>

File Description	Document
<a href="#">Link for additional information</a>	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** B. Any 4 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

**2.4.7 A variety of assignments given and assessed for theory courses through**

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

**Response:** A. Any 4 or more of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**2.4.8 Internship programme is systematically planned with necessary preparedness..**

**Response:**

1. The B. Ed program consists of an internship for 14 weeks, seven credits, and one credit for two weeks.
2. The student-teacher works as a regular teacher and participates in all the school activities, including planning, teaching, and assessment, interacting with school teachers, community members, and children.
3. The college designs School internships to develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities, and skills.
4. Student-teachers engage in teaching at least two levels, upper primary and secondary.
5. The student-teacher provides opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.
6. It includes an initial phase of one week for observing a regular classroom with a regular teacher and includes peer observations, teacher observations, and observations of interns' lessons by faculty.
7. The student-teacher consolidates and reflects on their teaching experience during and after the school internship.
8. The teaching does not practice like the reductionist approach of 'Micro teaching' of isolated 'skills' and simulated lessons.
9. The internship program includes the following activities.

**1. Lessons (6 lessons): (01 Credit) preferably, the lesson is related to School subject Methodology.**

The lessons are on levels like Upper Primary, Secondary, and Higher secondary.

Plan of evaluation: (01 Credit) Student-teacher has to plan a unit test related to any method with a blueprint, administer the test, and prepare results with appropriate feedback.

Study of the records maintained by the school: (01 Credit) Student teacher will study records & documentation, its system keeping, maintenance, evaluation, etc., of the school and prepare a report.

Organization of co-curricular/cultural/literary activities: (01Credit) Student teachers must organize a minimum. 02 co-curricular/cultural// literary activities.

Observation of Peers: (01 Credit) Student-teacher shall observe a minimum of 10 lessons and provide appropriate feedback.

Other School Activities/Programs: (01 Credit) other activities may include conducting Psychological testing, parent-Community related activities, remedial teaching, sports activities, awareness programs, etc. Student teachers shall complete a minimum of two activities from this category.

Interviews & Interaction with teachers : (01 Credit) Student-teacher shall conduct interviews of at least two experienced teachers regarding issues in classroom teaching-learning, their professional development, experiences in the field, etc.

In the Internship program workbook, the students write the report on activities, events, lessons, evaluations, programs, etc.

**1. Final Teaching Lessons (1 credit/ lesson any two)**

Pedagogy School Subject – 1, 2,3,4,5

Pedagogy School Subject – 6,7,8,9

There is one lesson on each method, and the student must secure a minimum of 40 % marks in each method Core, i.e., Method-I (10 marks out of 25) + Method-II (10 marks out of 25) means different passing of each method.

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

**Response:** 3.19

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

Response: 16

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** D. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**

##### **Response:**

1. The college has signed a Memorandum of Undertaking with the secondary and higher secondary schools for an internship program by maintaining a healthy rapport with the school authorities.
2. The internship program aims to incorporate teaching skills among the student teachers.
3. It allows them to integrate theory and practice, plan and deliver lessons properly, critically analyze their and peers' teaching styles and improve them in the light of supervisor feedback.
4. The college prepares an effective and improved internship program to develop student-teachers as true education professionals.
5. The college introduces NCTE's monitoring mechanisms and accordingly decides the roles and responsibilities of the teachers.
6. The college meticulously implements student teachers' and faculty members' roles and responsibilities.
7. **The policy regarding roles and responsibilities is summarised below.**

1. Provide Internship Handbooks to the internship schools.
2. Organize orientation–cum-consultation meetings with the school principals and mentor teachers.
3. Develop supplementary material for additional activities in collaboration with mentor teachers.  
Hold fortnightly review meetings with mentor teachers.
4. Hold follow-up meetings with student-teachers at regular intervals in the TEI.
5. Monitor implementation of the internship, including observation of practice teaching.
6. Assess the internship performance of student teachers in collaboration with school mentor-teachers.
7. Roles and Responsibilities of Internship School: are summarised in the given below:
8. Identify well-qualified and adequately-motivated teachers to be associated with TEIs as mentor teachers.
9. Depute the mentor-teachers to participate in the orientation meetings in the TEI.
10. Make available all school facilities to the student-teachers such as the library, laboratories, playgrounds, etc.
11. Permit the student-teachers to participate and contribute in all school activities such as school assemblies, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers.
12. Participate in the assessment of students' performance.
13. Address the problems and difficulties of student-teachers promptly.
14. During the internship, the student-teachers must undertake various activities relating to classroom teaching, classroom management, and organizing school-based and community-based educational activities.
15. The student-teachers must develop a repertoire of understandings, competencies, and skills.
16. The student-teacher performs the activities like Understanding the Internship School and the community around., Analysis of school syllabus and textbooks, Observing the classroom teaching of regular teachers, Observation of classroom teaching of peer student-teachers, Preparation of Lesson Plans and Unit Plans, Teaching the units of the prescribed syllabus in two subjects currently being taught in the school, Teaching as a substitute teacher, Mobilisation and development of teaching-learning resources, Preparation of a question papers and other assessment tools, Preparation of a diagnostic tests and organization of remedial teaching, Community work, community survey, etc., Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon, and Writing a term paper on a selected theme

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** D. Any 1 or 2 of the above

File Description	Document
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

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

**Response:** 92.5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** 40.54

**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	<a href="#">View Document</a>

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

**Response:** 2.43

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

Response: 17

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**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:**

1. The college motivates the teachers to keep themselves updated professionally by participating in orientation courses, refresher courses, workshops, educational conferences, seminars, observation visits to other schools, professional development networks, individual and collaborative research, and mentoring and observation.
2. Effective professional development is ongoing, includes training, practice, and feedback, and provides adequate time and follow-up support.
3. The objectives of teachers to develop beyond their initial training are:
  1. To update teachers’ knowledge of a subject in light of recent advances.
  2. To update teachers’ skills, attitudes, and approaches in light of new teaching techniques, pedagogy, objectives, circumstances, and educational research.
  3. To enable teachers to apply changes to curricula or other teaching practices.
  4. To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.
  5. Exchange information and expertise among teachers and others, e.g., academics and industrialists.
  6. To help weaker teachers become more effective.

**4. The teachers participated in**

1. **Courses and workshops** are on the subject matter, methods, and other education-related topics.
2. **Education Conferences and Seminars:** The teachers participate in the discussions of education

problems and present their research papers.

3. **Higher Qualification Program:** The teachers are motivated to acquire higher qualifications while performing their duties of the teachers.
4. **Observation Visits to other Colleges:** The teachers participate in the examination activities per the affiliating university norms and perform the role of an assessor in the other affiliated colleges. Through the observation visits, they gain knowledge expressly for professional development.
5. **Individual and Collaborative Research:** The teachers are involved individually or collaboratively in research on a topic of professional interest and improve their qualifications.
6. **Mentoring and Peer Observation and Coaching:** The teachers are involved in the academic work as mentors, coaches, and observers and can indicate participation in multiple activities.
7. **Preparation of Case Study:** The teachers have improved their professional knowledge through the Preparation of Lesson Plans and Unit Plans, the Preparation of question papers and other assessment tools, the Preparation of diagnostic tests and organization of remedial teaching, Community work, community survey, and Writing a term paper on a selected theme.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

1. The college follows the Choice Based Credit System for the B. Ed program of the university, carrying 100 credits distributed over two academic years.
  2. In each course, credits are assigned based on the number of lectures, tutorials, laboratory work, and other forms of learning required for completing the course contents in an academic year, excluding examinations and vacation periods from the commencement of the course.
  3. The evaluation is on Continuous Internal Assessment (CIA) and End Semester Assessment (ESA).
  4. After the integration of CIA and ESA, Weightage is 44 % for End Semester Assessment (ESA) & 56 % for Continuous Internal Assessment (CIA).
- 5. Assessment:**
1. Continuous Internal Assessment (CIA) aims to assess values, skills, and knowledge imbibed by students. The college does internal assessment, and CIA is done continuously during the semester with prescribed assessment components.
  2. The components selected for CIA are Tests, quizzes, Seminars, Assignments, essays, tutorials, term papers, seminars, laboratory work, fieldwork, workshop practice, Comprehensive Viva, Attendance, and other best and innovative assessment practice approved by the university.
  3. The internal evaluation components are a time frame for student completion and concurrent and continuous evaluation by the teacher.
  4. The evaluation outcome is expressed initially by predetermined marks and later converted by grades.



**1. End Semester Assessment (ESA):**

1. It is carried out at the end of each semester by the university.
2. It aims to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, laboratory work, and workshop practice.
3. The End Semester Assessment (ESA) is based on a written examination at the end of each semester.

**1. The Aims of CIE: are**

1. Evaluate and guide the students in all aspects of education
2. Improve learning outcomes by focusing on the skills and cognitive abilities of students.
3. Encourage regular assessment and constructive criticism
4. Reduce stress and pressure on students.
5. Enable the instructors with prolific teaching

**1. The Features of CIE: are**

1. Enables effective teaching
2. Conducts continuous assessment of student progress
3. Helps to create teaching-learning plans for future
4. Creates good attitude and imbibes good values in students
5. Helps to improve Scholastic as well as Co-Scholastic growth
6. Encourages all-round development of the students

**1. Functions:**

1. Assists in the development of new and effective teaching strategies
2. Aids regular assessment to understand student's progress
3. It helps to understand the weaknesses and strengths of students
4. Enables the teacher to understand problems faced by students and make changes in teaching techniques
5. Encourages self-assessment among the students
6. Allows students to develop good habits, work on their weaknesses and correct the errors
7. It gives an idea about the change in student's attitudes and values
8. It provides reports about student's progress over a while

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**General Guidelines**

- 1.The college has introduced a grievance redressal system to reduce redressal related to examinations and bring transparency to the entire grievance handling system.
- 2.The student registers a grievance only when they are not getting a response from the concerned authorities, department personnel, and administration.

**3.Objectives:**

- 1.To resolve the grievances of the students
- 2.To provide a transparent system of handling the student grievances
- 3.To ensure effective solutions to the student’s grievances
- 4.To investigate the reason for dissatisfaction
- 5.To obtain, where possible, a speedy resolution to the problem
- 6.To ensure issues and problems visible to management

**1.Grievance Redressal Mechanism:**

- 1.The teachers inform the students about the various components of the assessment process and settlement of examination grievances.
- 2.The college uses complete transparency in its internal assessment.
- 3.The college prepares internal assessment test schedules and communicates to the students well in advance.
- 4.The college assigns the duty to the teachers as an invigilator to ensure the proper conduct of tests.
- 5.The teachers who teach the course do an internal evaluation within three days from the examination date.
- 6.The principal randomly verifies the corrected answer sheets to ensure the standard evaluation process.
- 7.The course teacher distributes corrected answer sheets to the students for verification, settling the grievances immediately.
- 8.The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- 9.The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal.
- 10.Noting the values in observation and validating the theoretical aspects, a student must submit lab

records regularly.

11. Day-to-day students' performance is assessed for every experiment, including regularity, viva voce, and promptness in submitting the record.

**1. Redressal of grievances at the college level:**

1. Departmental Level: The continuous evaluation of students is carried out by the teachers regarding theory lectures, labs, assignments, and unit tests.
2. The midterm marks are allotted based on defined strategies and displayed on the notice board. Queries, if any, are discussed with teachers and HOD.
3. The college appoints a Senior Supervisor for the smooth conduction of examinations. If students face any problems, they are solved by the college examination officer.
4. The grievances of theory examinations are considered and discussed with the principal and, if necessary, forwarded to the university by the examination section.

**1. Redressal of grievances at the University level:**

1. The queries related to results, corrections in mark sheets, and other certificates issued by the university are handled at the university examination section after forwarding such questions through the college examination section.
2. The students can apply for revaluation, recounting, and challenged evaluation by paying the necessary processing fee if they are unsatisfied with the university evaluation through college.

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**The college is affiliated with Savitribai Phule Pune University, Pune, and offers the curriculum the university prescribes.**

**SPPU has laid down the structure of the Evaluation of the students. There are two evaluation methods: Continuous Internal Assessment (CIA) and External Evaluation by the university (EEU), and the final results are declared after the integration of the CIA and EEU.**

**Activities for Internal Evaluation**

**First Year:**

**For Continuous Assessment: Three activities organize during the year for the Courses BED 101 to BED 105. Out of the three activities, one activity is Practical work given under each course, and one other compulsory activity is a written examination. Students can select any one activity from the following list:**

**1. Multiple Choice Questions**

**2. Quiz 3. Presentations**

**4. Field Visits**

**5. Projects**

**6. Seminars**

**7. Group Discussion/ Panel Discussion**

**8. Tutorials**

**9. Assignment For the Courses BED 106& BED 107, Practical Work given under each course and written examination is the internal evaluation activities.**

**Second Year**

**For Continuous Assessment: Three activities organize during the year for the Courses BED 201 to BED 204. Out of the three activities, one activity is the Practical work given under each course, one another compulsory activity is a written examination, and students can select any one activity from the following list:**

**1. Multiple Choice Questions**

**2. Quiz**

**3. Presentations**

**4. Field Visits**

**5. Projects**

**6. Seminars**

**7. Group Discussion/ Panel Discussion**

**8. Tutorials**

**9. Assignment For Course BED 205, Practical work given under each course and Written examination is the internal evaluation activities.**

**The college does the internal assessment, and the university provides internal evaluation tools.**

**The college follows the same criteria. If the college wants to use different criteria, the university must approve the same.**

**For the assessment, the college submits marks to the university, and the university converts these marks into grades. The university shows a grade optioned by the candidates on their mark sheets.**

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

1. The college has introduced different teaching methods such as experiential learning, participative learning, problem-solving, ICT-enabled, LMS, and e-resources to teach the prescribed curriculum to the students.
2. The teaching methods introduced align with the stated program and course learning outcomes.
3. The college has prepared program and course outcomes in detail and published them in the program syllabus to benefit the students and teachers.
4. The aspirant student-teacher studied adequately so that they would acquire the entire program knowledge.
5. The college has considered the under-mentioned program and course outcomes and taught the values and importance of the program to the student teacher.
6. **PO1: Promotion of National Values and Goals,**

**PO2: Integration of Knowledge and Pedagogy,**

**PO3: Curricular Analysis and Enrichment,**

**PO4: Understanding of Context and Problem-Solving,**

**PO5: Educational Evaluation, Management, Guidance, and Counselling Services, PO6: Sensitivity for Emerging Issues,**

**PO7: Learner-Centred Educational Practices,**

**PO8: Knowledge Creation, Research, and Innovation,**

**PO9: Professional Communication Skills, and**

**PO10: Collaborative, Culture Responsive, and Creative Work Capacities**

**1.CO1: Course Objectives :**

**Each course has its own objectives and outcomes, and respective course teachers explain to the students in detail for their benefit.**

<b>File Description</b>	<b>Document</b>
Link for additional information	<a href="#">View Document</a>

**2.7.2 Average pass percentage of students during the last five years**

**Response:** 92.95

**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
49	45	42	48	27

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The college ideally visualizes learning outcomes at two levels: course learning outcomes and program learning outcomes.

Program learning outcomes are the statements that describe what the students graduating from the program should be able to do, and course learning outcomes **are statements that describe what students should be able to do at the end of a course.**

**Theoretically, the course-level learning outcomes are further specifications of the broader Programme level outcomes.**

**The student-teacher completed the courses. The final program learning outcomes are:**

**PLO1: Promotion of National Values and Goals: Student teachers can promote national values and goals mentioned in the constitution of India through teaching and other professional work.**

**PLO2: Integration of Knowledge and Pedagogy:** Student teachers can become competent in integrating knowledge of subjects with pedagogical, technological expertise, and social-cultural context.

**PLO3: Curricular Analysis and Enrichment:** Student-teacher can analyze the curricula, identify the gaps and enrich the curricula with plural sources of knowledge, media forms, field activities, study groups, teaching tools, and skills for successful transaction of the Curriculum.

**PLO4: Understanding of Context and Problem-Solving:** Student teachers can understand the personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background, and developments in education to cope with complex educational problems at various levels.

**PLO5: Educational Evaluation, Management, Guidance, and Counseling Services:** Student teachers can apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counseling services, and co-curricular activities.

**PLO6: Sensitivity for Emerging Issues:** Student teachers can become sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education.

**PLO7: Learner-Centred Educational Practices:** Student teachers can apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives, and Technology to perform, innovate and evaluate learner-centered educational practices.

**PLO8: Knowledge Creation, Research, and Innovation:** Student teachers can involve themselves in knowledge updation, knowledge creation, action research, and innovative practices in teaching and activities related to students, parents, community, educational groups, and Government Organizations.

**PLO9: Professional Communication Skills:** Student Teachers can perform Professional Communication Skills by Reading and Writing in educational magazines, journals, and other forms of publication.

**PLO10: Collaborative, Culture Responsive, and Creative Work Capacities:** Student Teachers can perform Professional Communication Skills by Reading and Writing in educational magazines, journals, and other forms of publication.

**Course outcomes:**

The core courses, elective courses, enhancing professional capacity courses, skill development courses, and practical courses have different outcomes. The college concentrates on the progressive performance of students, and the attainment of professional and personal attributes in line with courses' learning outcomes is monitored and used for further improvements.

<b>File Description</b>	<b>Document</b>
Link for additional information	<a href="#">View Document</a>

**2.7.4 Performance of outgoing students in internal assessment**

**Response:** 68.63

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

**Response:** 35

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**In B.Ed. Training program multidisciplinary students take admission. They have related to different subjects and methodologies. Assessment of such multidisciplinary students is a challenge for teachers. The college adopts an assessment mechanism as regulated by NCTE and University (BBMKU). The program consists of 2000 marks. In these marks, 1040 are identified as Internal Assessment, and 960 marks are designed as External marks. Its details show in the below table**

**EVALUATION OF B.Ed. COURSE**

Year	BED Course	External Evaluation		Internal Evaluation		Total Marks
		Marks Per Course	Total Marks	Total Marks Per Course	Total Marks	
<b>First Year</b>	<b>1010 to 105</b>	<b>80</b>	<b>400</b>	<b>20</b>	<b>100</b>	<b>1000</b>
	<b>106 to 107</b>	<b>80</b>	<b>160</b>	<b>20</b>	<b>40</b>	
	<b>108</b>			<b>50</b>	<b>50</b>	
	<b>109</b>			<b>50</b>	<b>50</b>	
	<b>110</b>			<b>100</b>	<b>100</b>	
	<b>111</b>			<b>50</b>	<b>50</b>	
	<b>112</b>			<b>50</b>	<b>50</b>	
<b>Total Marks</b>		<b>160</b>	<b>560</b>		<b>440</b>	<b>1000</b>
<b>Credits</b>			<b>22</b>		<b>18</b>	<b>40</b>
<b>Second Year</b>	<b>201 to 204</b>	<b>80</b>	<b>320</b>	<b>20</b>	<b>80</b>	<b>1000</b>
	<b>205</b>	<b>80</b>	<b>80</b>	<b>20</b>	<b>20</b>	
	<b>206</b>			<b>50</b>	<b>50</b>	
	<b>207</b>			<b>200</b>	<b>200</b>	



	208		50	50	
	209		50	50	
	210		50	50	
	211		50	50	
	212		50	50	
<b>Total Marks</b>			<b>400</b>	<b>600</b>	<b>1000</b>
<b>Credits</b>			<b>16</b>	<b>24</b>	<b>40</b>
<b>Total Marks of the two-year course</b>			<b>960</b>	<b>1040</b>	<b>2000</b>
<b>Total Credits</b>			<b>38</b>	<b>42</b>	
<b>Weightage</b>			<b>48%</b>	<b>52%</b>	<b>100%</b>

Internal and external assessments are significant components of assessment for any student-teacher throughout the session.

The college assesses the students through monthly assessment tasks. It conducts several activities such as a speech, group discussion, debate, story writing in different themes and projects, storytelling, presentation of models and displaying, Rangoli, drama, EPC work, assignment, PPT presentation of EPCs, and competency.

The college conducts outreach activities such as Picnic, One-day tours, Excursion tours, Visit to Asha Lata (a school for the disabled), Village surveys, etc., through these in-house outreach activities.

The college assesses students' co-relation with others, leadership quality, time management, work with strangers, co-working with teachers, social leaders guide of behavioral presents of mind, active participation, help to others, etc.

The students follow the direction as per the tasks accelerated by the academic calendar thorough out the year.

After completing the B.Ed program, all students experienced a significant change in their behavior, communication, learning, and understanding power.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.73

## 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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** C. Any 2 of the above

File Description	Document
Link for additional information	<a href="#">View Document</a>

**3.2 Research Publications**

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

**Response:** 0

**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	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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****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	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response: 95.4****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
102	100	97	102	76

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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
102	100	97	102	76

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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
102	100	97	102	76

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

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

**Response:**

The college organizes outreach activities on and outside the campus to teach and **sensitive the students to social issues. Attendance and participation in the activities are compulsory for the students.**

**The students develop their skills through outreach activities that are suitable for society. Various events like international women's day, village surveys, health awareness programs, etc., are organized yearly, bringing our student-teacher closer to social issues. Educational tours are arranged annually, providing excellent exposure to our student-teacher. These tours offer a firsthand experience to student-teacher of different cultures, places, people, etc. Field trips to villages for Human Rights Awareness programs are conducted in collaboration with law student-teacher and lawyers.**

**The college believes that effective learning occurs in a clean and green environment. Swachh Bharat Abhiyan was launched on 2nd October 2014 by the honorable Prime Minister with the vision of an immaculate India. As a part of this mission, the college takes the initiative to keep the surroundings clean through active participation by all stakeholders.**

The college looks upon Swachh Bharat Abhiyan as a means to clean the environment and overall immunity of the body, mind, and soul. Swachh Bharat Abhiyan has also promoted the practice of social harmony among stakeholders.

The college conducts a cleanliness drive regularly, and college management also monitors the cleanliness and hygiene among student-teachers.

The college celebrates World AIDS Day, Yoga Day, and International women's day every year.

**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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

**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	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 0

**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**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **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:**

**Response:**

**The college has adequate facilities for the Teaching-Learning and Evaluation process, the campus has a total land area of about 4 acres, and the built-in Area has 2092.86 Sq. Mets.**

**The existing facilities are sufficient for admitting the students' strength of 100 of the B. Ed program.**

**The college has existing facilities like:**

- 1. Principal Office**
- 2. Staff room**
- 3. Office for the Administrative Staff**
- 4. Room for Student Welfare**
- 5. Counsellor room**
- 6. Visitors Room**
- 7. Internal Quality Assurance Cell**
- 8. A library with a reading room**
- 9. Classrooms**
- 10. A seminar room**
- 11. A multipurpose hall**
- 12. Computer Laboratory**
- 13. Common rooms for boys and girls students**
- 14. Physical Fitness room**
- 15. Music room**



**16. Science and Maths Laboratories**

**17. Home Science Lab**

**18. Curriculum lab**

**19. Language Lab**

**20. Psychology & Guidance Lab**

**21. Visual Audio Room**

**22. Workshop for preparation of Teaching Aids**

**23. Playgrounds.**

**24. Canteen.**

**25. Warden residence**

**26. Parking and storage**

**27. Placement Cell.**

**28. Guidance & Counselling Cell**

**29. Grievance & Redressal Cell**

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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: 30**

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

**Response: 3**

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

**Response: 10**

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

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

**Response: 0**

**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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

**The college Library partially automates with Koha Software, an Open Source Integrated Library Management System.**

**The Koha software contains a broader scope and helps the librarian in three ways:**

**It increases the operational efficiency of the library.**

**It provides access to the library's collection.**

**It provides access to external resources.**

**Cataloging: It generates and manages machine-readable cataloging records like the list of subjects, author names, descriptions, and publishers.**

**The koha software allows students and teachers to search online for the existing items in the library.**

**Circulation: It records all the books in the library and how they are circulated and issued to the students.**

**The library has an Online Public Access Catalogue (OPAC) facility. It makes a digital database of materials such as text files, e-books, and journals available to benefit students and teachers.**

**The library receives the following benefits of an integrated library Management System:**

**Easy searching: It enables online searching of library material, which leads to fast and easy searching.**

**Web-based information: It provides a high-quality web-based information gateway.**

**User-friendly: It is user-friendly software that facilitates all the functions to run seamlessly.**

**The college has appointed a qualified librarian to monitor the library's day-to-day functioning.**

File Description	Document
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Response:

**The college provides e-journal access to the teachers and students, and they have access to e-journals subscribed to by the college.**

**The college regularly subscribed to e-journals and books, the membership of which is renewed annually by the library.**

**The students and teachers can check the titles of the B.Ed program.**

**The college uploads essential information on its website, and the students and teachers access the same as they need from anywhere.**

**The students and teachers use essential information through google research from anywhere and anytime.**

File Description	Document
Landing page of the remote access webpage	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0

**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	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 4.95

<p><b>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</b></p> <p>Response: 110</p>	
<p><b>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</b></p> <p>Response: 109</p>	
<p><b>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</b></p> <p>Response: 104</p>	
<p><b>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.</b></p> <p>Response: 109</p>	
<p><b>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.</b></p> <p>Response: 108</p>	
<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1.Relevant educational documents are obtained on a regular basis</b></li> <li><b>2.Documents are made available from other libraries on loan</b></li> <li><b>3.Documents are obtained as and when teachers recommend</b></li> <li><b>4.Documents are obtained as gifts to College</b></li> </ol> <p>Response: E. None of the above</p>	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3 ICT Infrastructure**

<p><b>4.3.1 Institution updates its ICT facilities including Wi-Fi</b></p> <p>Response:</p> <p>Response:</p>
--

The college has provided ICT facilities for teaching and administrative purposes and prioritizes upgrading IT facilities.

The college manages regular maintenance of the IT structure and, for significant work, invites authorized dealers of the ICT equipment.

The college has signed MoUs with authorized dealers to function the ICT equipment properly.

**Internet Connection:** The college regularly updates the internet connection every year, and as of today, available internet bandwidth is with the bandwidth of 50MBPS.

**No. of Systems:** The college has 35 computers utilized for academic purposes.

**CCTV surveillance System:** The college CCTV surveillance System for the safety and security of the students and premises of the college.

**Networking Peripherals:** The college has a networking switch for the ICT equipment.

The college purchases printers as per the requirements of the program.

**Media Lab/Video Lecture-making Facility:**

The college has a media lab where teachers can prepare their video lectures, which has been advantageous during the initial pandemic phases.

**LCD Projectors:** The college has LCD facilities, and the teachers use them for their classroom PowerPoint presentations.

**ERP System:** The college has the process of automation of its manual work in various departments like Accounts, Administration, Library, Admission, Examination, and Record room.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 4:1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.3 Internet bandwidth available in the institution**

**Response:** 20

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

Response: 20

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

**Response:**

The college has established systems and procedures for maintaining and utilizing facilities and has regular maintenance and periodic replenishment of essential facilities under the guidance of the College Development Committee and the internal committees constituted by the Principal.

The college has adopted democratic administrative systems and procedures and workforce monitoring to ensure proper maintenance and utilization of physical, academic, and support facilities, laboratories, equipment, library, sports facilities, classrooms, seminar halls, computers, etc.

The college takes care of cleanliness and hygiene situation by appointing individual staff.

The college maintains computers, LAN, internet, Wi-Fi, and other ICT facilities regularly.

The college hires qualified persons for the maintenance of electrical work, civil work, etc.

The college provides support during power breakdowns through the UPS system.

The supporting staff does the cleaning and maintenance of the whole campus per the Principal's instructions.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>



## 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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** E. Any 4 or less of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**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: C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template for the applicable options	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

Response: 0

**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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

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

Response: 0

<b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>	
<b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>	
<b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

<b>5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b>				
<b>Response: 0.92</b>				
<b>5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0
<b>File Description</b>		<b>Document</b>		
Data as per Data Template		<a href="#">View Document</a>		

### 5.3 Student Participation and Activities

<p><b>5.3.1 Student council is active and plays a proactive role in the institutional functioning</b></p> <p><b>Response:</b></p> <p>Response:</p> <p>The college has a constituted Student Council, which conducts regular meetings to allow students to develop leadership by organizing and carrying out responsible activities.</p> <p>The college gives equal opportunities to the students on the Student Council and selects them with a democratic approach.</p> <p>The Student Council includes student representatives from subject methodologies such as Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English, and Marathi.</p> <p>The Student Council members assist the students in sharing their thoughts, interests, and concerns.</p> <p>The Student Council requests for spacing dates for different projects, seminars, submission of assignments, and also to issue question papers.</p>
--

**The principal chairs the Student Council meetings and discusses various academic programs and other college activities.**

**Student Council participates, organizes, and manages various academic, co-curricular, and extra-curricular activities.**

**Student Council collects feedback on the curriculum from the stakeholders and assists clubs/ cells in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing, and Painting.**

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

**Response: 0**

**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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**5.4 Alumni Engagement**

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

**Response:**

**Response:**

**The college has an unregistered Alumni Association and actively incorporates its members' inputs.**

**The Alumni Association conducts regular meetings, contributing to the college's growth and development.**

**The college reviews the curriculum process, teaching-learning constructs, assessment techniques, and issues about women empowerment, the responsibilities of a knower, improving marketability in student-teachers through certificate courses, and the inclusion of Art education to improve Visual**

**participatory mode leading to cater to multiple intelligence among learners.**

**The Alumni Association members share their experiences in suggesting connecting the core papers to optional and supporting the practical with elements from Action research. The valuable recommendations made us organize community engagement programs, various talks on strategies to promote attitude towards self /others, and develop assessment rubrics, publishing their ideas.**

**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:** E. None 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	<a href="#">View Document</a>

**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:**

Response:

The college has registered the Alumni Association as Loknete Sharadchandraji Pawar Shikshanshashtra Mahavidyalaya Maji Vidyarathi Sangh, Bhigwan Taluka Indapur District Pune 413130, and registered under the Society Act 1860, Registration No. MAH/82/ 2023 dated 19/1/2023.

The college invites Alumni Association **to motivate the students toward enhancing their employable skills and opportunities.**

**The college accommodates Alumni Association on the IQAC cell, Placement cell, Sports and Cultural cell, and College Development Committee.**

**The college takes their help in organizing seminars and workshops for the professional development of the students.**

**The college takes their support for identifying the schools and visits of various Apex bodies.**

**The Alumni Association continuously motivates and nurtures unique talents by providing a platform for professional interest such as sharing knowledge and teaching experiences.**

**The college creates linkages through the Alumni Association with educational, service, and professional organizations.**

**The college has produced several B. Ed graduates who have joined as teachers in schools and colleges. They provided their volunteer support and valuable time to be judges for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate, etc.**

## 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:**

**Response:**

**The college has a vision and mission, which are widely published and displayed on the notice board for the information and benefit of the stakeholders.**

**The vision and mission of the college align effective leadership towards the produce quality teachers as per the local and global needs and improve the quality of women's education,**

**The college's primary objective is to provide quality education in pedagogical practices to achieve good results.**

**The college develops the students' positive attitudes towards social issues, environmental concerns, and emerging global and local challenges.**

**The college's prime vision is to derive students' emotional stability, transforming student teachers into holistic people.**

**The college has a prescribed code of professional ethics and circulates among the students for proper implementation of the code of conduct.**

**The college has a self-financed status. Therefore, the spiritual quotient is developed through inter-faith meetings, spiritual retreats, reflective readings on spiritual quotes in regular assemblies, and celebrations of all festivals to understand the core value of spiritualism.**

**The college trains intellectually well-developed teachers focusing on the vision of this college. All statutory bodies assign and decentralize the quality benchmarks to create an intellectual climate by providing opportunities for creative, reflective, analytical, and proactive thinking.**

**Intellectual inputs include classroom discourses, project compilation and showcasing, field studies, in-depth research in novel areas, in-house exposure and school-based internship programs, seminar presentations, participation in seminars/ workshops/ webinars, learning through add-on courses, and co-scholastic activities.**

**6.1.2 Institution practices decentralization and participative management**

**Response:**

**Response:**

**The college follows decentralization and participative management practices and tries to involve everyone and make everyone feel responsible for the college's development.**

**IQAC: The IQAC organizes seminars, webinars, workshops, and symposiums in teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them.**

**The IQAC discusses constructive suggestions for desirable changes in the teaching-learning process.**

**College Development Committee: The college has constituted College Development Committee (CDC), per the Maharashtra Public Universities Act 2016, and involves teachers and non-teaching staff representatives on the CDC.**

**Internal Committees: The college constitutes internal committees for properly functioning the curricular, co-curricular, and extra-curricular activities.**

**Each committee gets the freedom and flexibility to bring changes and re-design projects, practical activities, and internal assessment strategies.**

**Principal: The principal maintains coordination between academic and administrative staff to collaborate and accomplish the college's vision and mission and promotes a collaborative approach.**

**The college arranges staff meetings to discuss curricular and co-curricular activities to make decisions collectively, communicating and accelerating the process of progress.**

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

**Response:**

**Response:**

**The college maintains transparency in its financial, academic, administrative, and other functions.**

**The college adopts proper procedures to adhere according to government, state, and affiliating university in governing the day-to-day functions of the college.**

**Financial: The college prepares budgets and Estimates before the commencement of the financial year, which are based on the previous year's actual receipts and payments. The principal monitors the financial transactions and disburse the costs on account of salary and non-salary expenditures.**

**The Chartered Accountant does the external audit and certifies the Receipts, expenditures Statements, and Balance Sheet annually.**

**The college submits financial statements to the respective Government Departments and university.**



**Administrative:** The principal has an executive head, and daily administrative work is monitored under her guidance. Another non-teaching staff cooperates in this regard with the proper college administration.

**Academic:** The academic calendar Committee prepares the academic calendar in tune with the university academic calendar.

It includes entire academic schedules, internal and external examination schedules, arrangement of curricular, co-curricular, and extra-curricular activities, public holidays, and birth and death anniversaries of the elegant personalities of the Indian.

The college conducts remedial coaching and bridge courses to benefit the poor and average students.

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

**Response:**

**Response:**

The college has decided and is trying hard to deploy its strategic plan effectively. The strategic plan includes the college's vision, mission, goal, and objectives.

The college's strategic planning activities focus on quality enhancement, sustenance, and function.

The Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. It instills confidence in all constituent groups providing clear directions and following through with the plans to ensure the agreed objectives.

During the Covid-19 pandemic, the Principal has been the force behind the transition from an

The Principal coordinates with the IT team to ensure IT support to the teachers, students, and office staff for smooth functioning.

The principal instructed the teachers to attend and organize professional growth webinars to handle online issues and challenges.

### 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:**

Response:

The college is an affiliated institute and follows university, NCTE, UGC, NAAC, Government, and university guidelines for the constitution of the several internal committees for the smooth functioning of the college.

The details of the several bodies are:

Sr. No.	Nature of the Committee	Name of the Committee	Functions of the committee
1	As per the Bye-Laws of the Trust	Governing Body	To administer institutional development activities and meet twice a year
2	National Council for Teacher Education	In-House Committee	To achieve planned and coordinated development of the teacher education system.
2	Maharashtra Public Universities Act, 2016	College Development Committee	To prepare an overall comprehensive development plan for the college regarding administrative, and infrastructural growth and to ensure the college to foster excellence in curricular, and extra-curricular activities.
3	As per the NAAC Guidelines	Internal Quality Assurance Committee	To develop and apply quality benchmarks to college's academic and administrative activities.
4	Maharashtra Public Universities Act, 2016	Students' Council	To look after the welfare of the students and to promote and coordinate the extra-curricular activities of different student associations for better life.
5	Maharashtra Public Universities Act, 2016	Alumni Committee	The Alumni Association is a source of support and inspiration for the students and teaching staff.
6	Maharashtra Public Universities Act, 2016	Appointment and selection of principals and teachers	To follow UGC guidelines regarding appointment of principals and teaching staff to the college.
7	UGC	Internal Complaints Committee Prevention of Sexual Harassment (ICC)	Upon receipt of a complaint, ICC shall conduct preliminary inquiry to ascertain the truth of allegations by collecting documentary evidence and recording statements of any possible witnesses.

				including the complainant. ICC shall then submit preliminary inquiry report to the Principal /
8	SPPU	Grievance Committee	Redressal	To develop an organizational framework to address the Grievances of Students and other stakeholders  To provide the Students access to immediate free recourse to have their Grievances redressed

**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:** D. Any 2 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

Response:

The college constitutes several in-house committees and cells and provides equal opportunities for the teachers to serve as chief and the members. The committee chief calls the meetings, prepares the meeting agenda, and maintains the meeting minutes in the proceeding book.

Several times the principal calls the teaching and non-teaching staff meeting and guides them about strengthening academic and administrative work.

The list of the committees constitutes the college during the assessment period.

Academic Calendar Committee, Time-table Committee, Examination Committee, Student Grievance Committee, Internal Complaint Committee, Anti-Ragging committee, SC/ ST Cell, IQAC, Student Development Cell, student Welfare Cell, Tours Committee, Women Empowerment Committee, Admission Committee, and Sports and Cultural Committee.

The committee chief submits their report with suggestions, and the concerned sections and cells implement it correctly.

Every committee chief maintains the proceeding book properly, and all the committee members duly sign the proceeding books.

Sometimes, committee decisions and suggestions display on the notice board for the benefit of the concerned students.

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Response:

The college runs by the Trust, whose registration has been done with the Charity Commissioner. The motto of the Trust is not to earn profit but render services to the people. Therefore the Trust **has a humanitarian outlook towards teaching and non-teaching staff without discrimination.**

**The college receives suggestions from the Trust, Affiliating University, Government, and NCTE regarding providing** welfare measures for teaching and non-teaching staff. The college implements these suggestions promptly and efficiently and sends the implementation reports to the concerned department.

The college provides the following welfare measures to the teaching and non-teaching staff. **Academic freedom, motivating the teachers to participate in workshops, seminars, and conferences, enhancing the pursuit of higher education, giving annual increments, sanctioning leaves as per the rules, declaring public holidays as per the rules, Travelling allowance, duty leave for attending seminars, and workshops.**

**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:** 0**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
0	0	0	0	0

**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:** 0**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
0	0	0	0	0

**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:** 0**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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

**Response:**

**The college has affiliated with the Savitribai Phule Pune University, Pune, and National Council for Teacher Education. Thus it is mandatory to follow the restrictions imposed by government agencies regarding the performance appraisal system for teaching and non-teaching staff.**

**The college strictly adheres to the UGC Regulations on minimum qualifications for appointing assistant professors.**

**The college assesses the teachers' performance through the annual self-appraisal system prescribed by the UGC.**

**The college applies the performance appraisal mechanism to motivate and inform the staff about their performance and required areas for development.**

**The college appreciates and gives increments for genuine contributions toward the welfare of the college.**

**Promotion and career advancement are fixed, based on the performance assessment, which is scored through API set by the guidelines of UGC.**

**The college assesses non-teaching staff through annual confidential reports. For the ad-hoc team, the college has its criteria to evaluate its performance periodically.**

The factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non-teaching staff and academic staff, cooperation with superiors, subordinates, colleagues, students, and the public, organizations, communication skills, technical abilities are all considered during the appraisal for assessment.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

**Response:**

Response:

The college has a well-established mechanism for regularly conducting internal and external financial audits.

The college prepares a budget before the closing of the current financial year and submits it to the Trust and the CDC for their approval.

The Trust and CDC assess available financial resources and plans and approve them for the college.

**The college practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined.**

**The internal auditors examine issues related to the college's practices and risks, while the external auditors examine the financial records and raise opinions regarding the college's financial health.**

**The college conducts an internal audit twice a year and an external audit once a year after the closing of the financial year.**

**The external audit conducts by the chartered accountant firm appointed by the Trust.**

**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	<a href="#">View Document</a>

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

**Response:**

Response:

**The college offers a B. Ed program on a self-financed basis and is run with funds received from students through tuition fees fixed by the fees regularity authorities.**

**The college pays the teaching and non-teaching staff monthly salaries from the funds collected from the students.**

**The college disburses other expenditures as per the college's need after purchasing books, equipment, computers, etc.**

**If the college has a shortage of funds, then the Trust contributes an equal amount to the deficit.**

**The college has no other way to raise funds for its development.**

**The college has an effective fund management mechanism and tries to balance the receipts and payments of the particular year.**

**The college appoints teaching and non-teaching staff as per the standard prescribed by the concerned government authorities.**

**The college incurred expenditure as per the requirement of the academic department, and in-house committee chief.**

**The college does not receive any financial assistance from the government of non-government bodies.**

## **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:**

**Response:**

**The college has constituted Internal Quality Assurance Cell (IQAC) as per the norms laid down by the NAAC.**

**The IQAC consists Head of the institution (Principal), Three to five teachers, one administrative officer, two local members, one Alumni, one existing student, and One teacher as coordinator.**



**The IQAC conducts four meetings regularly, with a specific agenda, and plays an essential role in ensuring the quality of the functioning of the administrative and academic units of the college.**

**The IQAC encourages and motivates the students to develop a scientific temper to propagate a research culture.**

**The three practices institutionalized by IQAC are:**

- 1. Promotion of Research: The IQAC recognizes the significance of promoting a research environment among teachers and students**
- 2. Streamlining of Administrative Practices: The IQAC takes care of the needs of the administrative staff to improve their work culture both on the professional and emotional fronts.**
- 3. The IQAC acts as a nodal agency of the college for quality-related activities and prepares the annual quality assurance report.**

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

**Response:**

**Response:**

**The IQAC adopts practices that provide quality education to the students through an effective and meaningful teaching-learning process.**

**It plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the college in keeping with its vision and mission.**

**The IQAC achieves this through practices, viz.,**

- 1. The IQAC conducts a SWOC Analysis of the college.**
- 2. The IQAC helps to collect feedback from stakeholders like students, parents, teachers, employers, and alumni to facilitate teaching-learning.**
- 3. The IQAC helps the college to identify qualified teachers and arrange orientation programs, seminars, and workshops to keep them updated.**
- 4. The college accommodates interim changes brought in by State authority in the school curriculum, which must be attended to by Teacher Education institutions.**
- 5. The IQAC suggests innovative pedagogical practices in addition to completing the curriculum**

through assignments, tutorials, collaborative work.

**6. IQAC promotes the culture of research amongst students by organizing Research Workshops for students.**

**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:** 0

**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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

**Response:**

**The college has prepared to get an assessment and accreditation process completed from NAAC for cycle-1.**

**Since its inception, the college has kept track of the incremental improvements achieved in academic**

**and administrative domains of its functioning through quality assurance initiatives.**

**Performance:** The college's automated MIS system maintains each student's year-wise records.

**The IQAC analyses data to measure the student's performance in the continuous and university evaluation improvements.**

**Academics:** The college motivates the students to design lessons based on model, digital, and inquiry based on the prescribed curriculum of the program.

**The college provides ICT-enabled tools for teaching purposes, and teachers use them regularly in the classroom sessions.**

**Feedback Analysis:** The IQAC collects feedback on the curriculum through the structured questionnaire. The collected input is analyzed by the IQAC, which takes action on the students' suggestions and uploads the action taken report on the college website.

**The IQAC has developed a Self Evaluation & Feedback form for the personal improvement of the nonteaching staff members. Self Enhancement Workshops are organized occasionally to improve Data Management skills.**

**IQAC:** Seminars/Workshops are organized. Through a series of workshops, students were exposed to readymade-do-it-yourself kits that enhance their teaching apparatus

## 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:**

**Response:**

**The college is committed to constantly improving its stated energy policy, streamlining ways of energy conservation, and using alternative energy sources to meet its power requirement.**

**The Government of India has undertaken a two-pronged approach to cater to the energy demand of its citizens while ensuring minimum growth in CO<sub>2</sub> emissions so that global emissions do not lead to irreversible damage to the earth's system. On the one hand, on the generation side, the Government is promoting greater use of renewable in the energy mix, mainly through solar and wind, and at the same time shifting towards supercritical technologies for coal-based power plants**

**The Central Government may issue the energy savings certificate to the designated consumer whose energy consumption is less than the prescribed norms and standards under the procedure as may be prescribed**

**The selected consumer whose energy consumption exceeds the prescribed norms and standards shall be entitled to purchase the energy savings certificate to comply with the prescribed norms and standards.**

**The Central Government may, in consultation with the Bureau, prescribe the value per metric ton of oil equivalent to the energy consumed.**

**The college tries to utilize energy as a minimum and keep energy utilization records below standard norms fixed by the Government.**

**The college teaching-learning schedules have been completed daily from 8.30 am to 5.30 pm. It is daytime when energy use is less than evening and nighttime.**

**The college uses LAD bulbs, tubes, other energy-saving equipment, and appliances. Through this system, comparable energy is saved in the daytime.**

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Response:

**The college has a policy whose underlying philosophy is sustainable waste management by increasing resource efficiency and harmonizing the relationship between society, environment, and economy.**

**The college is outside the residential areas, surrounded by the Ujjani Dam backwater areas, where the farmers cultivate cash crops.**

**The college has five acres of land and uses it for educational purposes. The Trust has made a well-equipped permanent waste management system.**

**Through it, the college plan of action includes an essential role in sustainable development by preparing student teachers for professional success and harbingering in them a civic duty as citizens of the society.**

**The college arranges awareness programs for the benefit of the students within the college campus and extension activities in the community through campaigns,**

**The college strives to work towards a zero-waste campus, resounding an eco-friendly ecosystem of reduce, recycle, and reuse.**

**The waste management team comprises the Principal, Teachers, non-teaching staff, and students.**

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

**Response:**

**The college has a big campus surrounded by wall compounds and extensive trees on the four sides of the campus.**

**The college building constructed on the west side of the plot, east and north sides, is open and utilized for available functions and playfields.**

**The college takes utmost care of the big trees and small plants. The college has separate borewells, and the water of the borewell utilizes for watering the trees and playfields.**

**The college has appointed non-teaching staff to the maintenance of cleanliness, sanitation, and green cover and to provide a pollution-free healthy environment**

**The college has appointed separate non-teaching staff to take care of the cleanliness of the building, classrooms, library, administrative offices, laboratories, playfields, parking areas, and washrooms**

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Local Environment: Local environment helps to develop a sense of place which in turn will develop their feelings of security and strong bonds to a particular place endure.

**Locational Knowledge and Resources:**

**This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the college within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road.**

**Resource persons, Osmania University personnel, faculty from colleges of education, principals and staff from cooperating schools are invited for seminar, workshops and conferences. Benefits of sharing expert advise from the parent university is possible for it is situated at a closer distance. Faculty exchange is convenient for travelling to Educational Multi-Media Research Centre (EMMRC) for reading of video lessons pertaining to B.Ed. and M.Ed. curriculum. Faculty visits the parent university for declaration of results and seek clarifications in any areas of administration and**

academics. The playground in the model schools are utilized for purposes of sport and games. At times the spacious halls are used for large scale events. Students and staff have the usage of an in-house gymnasium furnished with exercise necessary equipment. Adjacent to the college is a site – Sacred Space wherein cultural exhibitions, mental and physical well-being activities are held. Handloom exhibitions of weavers are organized at this centre which would give an exposure for cultural studies project in this college. Travelling agencies and immigrations consultants are some of the much needed resources available on the same street as the college for instant bookings on emergency. A womens hostel for women nearby is recommended to students travelling from a distance, which can be availed at affordable prices, especially during examination. PG students have several options for seeking participations in their research projects, as well to complete the internship modules of the teacher education programs. ‘Sakhi’ an NGO organization which works for bringing awareness about aatrocities against women and empower our student teachers’ are very closely. Situated. Their expertise are called for extension talks and they visit college to keep our women candidates updated on women issues.

National Institute for Mentally Handicapped and Hearing Impaired are closely situated. PG students are sent for internship in these institutions to internalize the academic and vocational input to Children With Special Needs (CWSN). To harness inclusiveness, the college dips into the resources of the nearby rehabilitation centersSwekarUpkar so that the students’ teachers are exposed to the facilities available to students with disabilities. Community Practices Challenges. Leveraging Community Practices and Challenges There is a strong PRO with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared at source are either shared with government schools on request. During internship student teacher trainees have access to all scientific equipments from the all scientific equipments from the laboratories for conducting practical activities related to the content in subject methodologies. Community Leverages are established through MRO’s from Mandals, Human Righs Associations, Asmita for legal aspects, Heads of slum area to contribute their support in organizing outdoor extension camp activities.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** E. None of the above



File Description	Document
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practices Best Practice 1**

**1. Title of the Practice: Mentor-Mentee System**

**2. The objectives of the practice are: To enable the students:**

**To promote mentoring relationships between students and teachers and to encourage active participation by both parties**

**To integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skill in students with the help of their mentors**

**3. The Context:**

**The students who passed the Bachelor's Degree in Sciences, Social Sciences, Humanities, and Commerce stream from any recognized university.**

**The B. Ed program is multidisciplinary, and the college has admitted students from different streams and social backgrounds.**

**4. The Practice:**

**The Mentor-mentee system has devised a mechanism which is:**

**The B. Ed program has optional courses like Understanding Disciplines and school subjects, pedagogy of school subjects, and teaching competency**

**Students of first and second years equally distribute to each teacher. The mentor-mentee list is given to each teacher, displayed on a notice board, and circulated in each class WhatsApp group for the benefit of the mentees.**

**5. Evidence of Success:**

**The college has created excellent academic track records in which students' human values, academics, and personal growth increase.**

**It is evident from the impact on academic performance, discipline, participation, and involvement of students in various clubs, movements, college cells, and committees.**

#### **6. Problems Encountered and Resources Required:**

**The college undoubtedly has its constrictions and challenges for strengthening the mentor-mentee's activities during the year.**

**The college hopes breaking down the barriers between student-teacher relationships is difficult.**

#### **Best Practices Best Practice II**

**1. Title of the Practice: Gender Audit Year-wise for understanding the ratio and their academic performance.**

**2. The objectives of the practice are:**

**To study Gender Equality, its importance, and the prohibition of discrimination based on gender.**

**To promote gender neutrality in terms of learning.**

**3. The Context:**

**Gender Equality is a global issue, and discussions on women's emancipation and her rights are at the forefront of many worldwide formal and informal campaigns**

**The college conducts gender audits every year after the admission period to identify ways to make college campuses safer for girl students and female staff of the college.**

**4. The Practice:**

**The IQAC has prepared a questionnaire to collect male and female admission data.**

**The statistical data for the last five years compiled together. The IQAC has studied comprehensive gender-sensitive indicators data in detail and has analyzed Category-wise and class-wise male and female students' data.**

**5. Evidence of Success:**

**The college institutionalizes gender equality through various means and mechanisms and avails significant representation of girl students in admission.**

**The college has prepared and published Gender Policy and Internal Complaints Committee (Sexual Harassment).**

**6. Problems Encountered and Resources Required:**

**The composition of the Female Students admitted from 2017-18 to 2021-22 female enrolment**

numbers shows that they are more in number than boys enrolment numbers.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

**Response:**

**Response:**

The college has located in a rural area, and its locality has a big town called Bhigwan, a railway line, a railway station, National Highway no 4, and an enormous water storage Dam named Ujjani Jalashay.

Due to this, the college plays an essential role in environmental protection. The college meticulously introduces the activities like environmental education, clean and green campaigns, preservation of natural wealth, challenging inclusiveness, hand-holding women in crisis, services during national calamities, and networking with schools and the community for the Back to School Program.

The students of the college participate in active farming involved in Human Rights Day, Women's Day, and Communal Harmony and incorporate all these sensitive issues as value-based lessons to

**cultivate tolerance and love among the teachers with an objective of the humanistic and holistic approach to pedagogy guided by ‘environmental stewardship.**

**The college conducts activities concerned with peace, inclusion, and social justice and teaches the students importance of respect, responsibility, love, honesty, tolerance, and cooperation.**

**The college has affiliated with the Savitribai Phule Pune University and approved by the Government of Maharashtra on a self-financed basis.**

**The Bachelor of Education Program (B.Ed.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X), and Higher secondary level (classes XI-XII).**

**The eligibility for admission: A candidate has passed the Bachelor’s Degree or Master’s Degree in Sciences, Social Sciences, Humanities, Commerce of Savitribai Phule Pune University, or any other recognized university with at least 50 % marks.**

**A candidate passed Bachelor in Engineering and Technology with specialization in Science and Mathematics of any recognized university with at least 55 % marks.**

**Admission procedure: The candidates allow admission to the B.Ed program on merit based on marks obtained in the qualifying and entrance examinations, as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Nyantran Samiti, Mumbai, from time to time.**

File Description	Document
Link for additional information	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

Nil

### **Concluding Remarks :**

Nil

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : DVV has select C. Any 2 of the above as per clarification.</p>																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p>1.2.2.1. <b>Number of Value – added courses offered during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	4	4	4	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	4	4	4	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	4																	
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <ol style="list-style-type: none"> <li>1. Provision in the Time Table</li> <li>2. Facilities in the Library</li> <li>3. Computer lab facilities</li> <li>4. Academic Advice/Guidance</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : DVV has select C. Any 2 of the above as per clarification.</p>																				

<p>1.4.1</p>	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b></li> <li>2. <b>Teachers</b></li> <li>3. <b>Employers</b></li> <li>4. <b>Alumni</b></li> <li>5. <b>Practice teaching schools/TEI</b></li> </ol> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: E. Any 1 or none of the above                  Remark : DVV has select E. Any 1 or none of the above as per clarification.</p>																				
<p>1.4.2</p>	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website                  Answer After DVV Verification: E. Feedback not collected                  Remark : DVV has select E. Feedback not collected as per 1.4.1</p>																				
<p>2.1.2</p>	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b>                  Answer before DVV Verification:</p> <table border="1" data-bbox="308 1350 1046 1485"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>27</td> <td>24</td> <td>18</td> <td>21</td> <td>27</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1563 1046 1697"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>18</td> <td>20</td> <td>17</td> <td>19</td> <td>18</td> </tr> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	27	24	18	21	27	2021-22	2020-21	2019-20	2018-19	2017-18	18	20	17	19	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	24	18	21	27																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
18	20	17	19	18																	
<p>2.2.2</p>	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Mentoring / Academic Counselling</b></li> <li>2. <b>Peer Feedback / Tutoring</b></li> </ol>																				

	<p><b>3. Remedial Learning Engagement</b></p> <p><b>4. Learning Enhancement / Enrichment inputs</b></p> <p><b>5. Collaborative tasks</b></p> <p><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></p> <p><b>7. Multilingual interactions and inputs</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: E. Any 1 or none of the above          Remark : DVV has select E. Any 1 or none of the above as per clarification.</p>
<p>2.3.4</p>	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li>1. Understanding theory courses</li> <li>2. Practice teaching</li> <li>3. Internship</li> <li>4. Out of class room activities</li> <li>5. Biomechanical and Kinesiological activities</li> <li>6. Field sports</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: E. None of the above          Remark : DVV has select E. None of the above as per clarification.</p>
<p>2.4.1</p>	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li>1. Organizing Learning (lesson plan)</li> <li>2. Developing Teaching Competencies</li> <li>3. Assessment of Learning</li> <li>4. Technology Use and Integration</li> <li>5. Organizing Field Visits</li> <li>6. Conducting Outreach/ Out of Classroom Activities</li> <li>7. Community Engagement</li> <li>8. Facilitating Inclusive Education</li> <li>9. Preparing Individualized Educational Plan(IEP)</li> </ol> <p>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 : DVV has select C. Any 4 or 5 of the above as per clarification.</p>
<p>2.4.2</p>	<p><b>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</b></p>



	<ol style="list-style-type: none"> <li><b>1. Formulating learning objectives</b></li> <li><b>2. Content mapping</b></li> <li><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></li> <li><b>4. Identifying varied student abilities</b></li> <li><b>5. Dealing with student diversity in classrooms</b></li> <li><b>6. Visualising differential learning activities according to student needs</b></li> <li><b>7. Addressing inclusiveness</b></li> <li><b>8. Assessing student learning</b></li> <li><b>9. Mobilizing relevant and varied learning resources</b></li> <li><b>10. Evolving ICT based learning situations</b></li> <li><b>11. Exposure to Braille /Indian languages /Community engagement</b></li> </ol> <p>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 : DVV has select C. Any 4 or 5 of the above as per clarification.</p>
<p>2.4.10</p>	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li><b>1. Classroom teaching</b></li> <li><b>2. Mentoring</b></li> <li><b>3. Time-table preparation</b></li> <li><b>4. Student counseling</b></li> <li><b>5. PTA meetings</b></li> <li><b>6. Assessment of student learning – home assignments &amp; tests</b></li> <li><b>7. Organizing academic and cultural events</b></li> <li><b>8. Maintaining documents</b></li> <li><b>9. Administrative responsibilities- experience/exposure</b></li> <li><b>10. Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: D. Any 2 or 3 of the above          Remark : DVV has select D. Any 2 or 3 of the above as per clarification.</p>
<p>2.4.12</p>	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li><b>1. Self</b></li> <li><b>2. Peers (fellow interns)</b></li> </ol>

	<p>3. <b>Teachers / School* Teachers</b>  4. <b>Principal / School* Principal</b>  5. <b>B.Ed Students / School* Students</b></p> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: C. Any 2 or 3 of the above  Remark : DVV has select C. Any 2 or 3 of the above as per shared clarification.</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> <li>3. <b>Involvement in various activities of schools</b></li> <li>4. <b>Regularity, initiative and commitment</b></li> <li>5. <b>Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : DVV has select D. Any 1 or 2 of the above as per shared clarification.</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. <b>Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Answer before DVV Verification : 5  Answer after DVV Verification: 3</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 102  Answer after DVV Verification: 17</p> <p>Remark : DVV has made the changes as per shared clarification.</p>
5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> </ol>

	<p>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></p> <p>5. <b>E-content development</b></p> <p>6. <b>Online assessment of learning</b></p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has select D. Any 1 of the above as per shared clarification.</p>
<p>5.1.2</p>	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: E. Any 4 or less of the above          Remark : DVV has select E. Any 4 or less of the above as per shared clarification.</p>
<p>5.1.3</p>	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : B. Any 5 of the above          Answer After DVV Verification: C. Any 3 or 4 of the above          Remark : DVV has select C. Any 3 or 4 of the above as per shared clarification.</p>
<p>5.2.3</p>	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p>5.2.3.1. <b>Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p>

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report.

**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 : A. Any 6 or more of the above

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

Remark : DVV has select D. Any 2 of the above as per shared clarification.

**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
7	7	7	7	7

Answer After DVV Verification :

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

Remark : DVV has given the input 0 as HEI has not provided necessary documents for their claim as per SOP.

**7.1.3 Institution waste management practices include**

- 1. Segregation of waste**

	<p>2. <b>E-waste management</b>                  3. <b>Vermi-compost</b>                  4. <b>Bio gas plants</b>                  5. <b>Sewage Treatment Plant</b></p> <p>Answer before DVV Verification : B. Any 3 of the above                  Answer After DVV Verification: D. Any 1 of the above                  Remark : DVV has select D. Any 1 of the above as per shared clarification.</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <p>1. <b>Rain water harvesting</b>                  2. <b>Waste water recycling</b>                  3. <b>Reservoirs/tanks/ bore wells</b>                  4. <b>Economical usage/ reduced wastage</b></p> <p>Answer before DVV Verification : B. Any 3 of the above                  Answer After DVV Verification: E. None of the above                  Remark : DVV has select E. None of the above as per shared clarification.</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p>1. <b>Encouraging use of bicycles / E-vehicles</b>                  2. <b>Create pedestrian friendly roads in the campus</b>                  3. <b>Develop plastic-free campus</b>                  4. <b>Move towards paperless office</b>                  5. <b>Green landscaping with trees and plants</b></p> <p>Answer before DVV Verification : B. Any 4 of the above                  Answer After DVV Verification: E. None of the above                  Remark : DVV has select E. None of the above as per shared clarification.</p>
7.1.9	<p><b>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</b></p> <p>1. <b>Code of Conduct is displayed on the institution’s website</b>                  2. <b>Students and teachers are oriented about the Code of Conduct</b>                  3. <b>There is a committee to monitor adherence to the Code of Conduct</b></p>

**4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has select E. None of the above as per shared clarification.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>10</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>9</td> <td>7</td> <td>6</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	8	10	7	6	2021-22	2020-21	2019-20	2018-19	2017-18	7	8	9	7	6
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