



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**POOJYA SANE GURUJI VIDYA PRASARAK MANDAL'S  
COLLEGE OF EDUCATION, SHAHADA DIST  
NANDURBAR**

POOJYA SANE GURUJI VIDYA PRASARAK MANDALS COLLEGE OF  
EDUCATION KHETIYA ROAD SHAHADA DIST NANDURBAR  
425409

[www.psgvpceducation.ac.in](http://www.psgvpceducation.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Poojya Sane Guruji Vidya Prasarak Mandal's College of Education Shahada Dist Nandurbar is offering B.Ed. course after graduation. This institution was established in Tribal and Rural areas of Satpuda Region of North Maharashtra by Hon. Sahakar Maharshi Annasaheb P. K. Patil in 1986. It is affiliated to Kavayatri Bahinabai Chaudhari North Maharashtra University Jalgaon and is recognized by National Council of Teacher Education (NCTE). It is a private unaided Linguistics (Gujar) Minority College and has completed 36 years. It is started for tribal students and with sole propose of creating well trained teachers with sound subject knowledge who would be familiar with the latest methodology of teaching. Our institute is committed to impart need based, practical education to the students and believes in holistic development of students. It provides value based education and is committed to create responsible citizens who are aware of the Indian society.

### Vision

- The College of Education has the vision of imparting high quality training to the would be teachers mend for the secondary schools and inculcates the high moral and cultural values among the young students. Strict discipline, highest possible academic excellences in the institution.
- The Mandal's College of Education shall serve the noble cause of higher education to the economically, socially and culturally backward, Adivasi students from this remote part, the north-east part of the State of Maharashtra, mainly populated by the agriculturists, peasants and the Adivasis / Tribals.

### Mission

- To offer high quality of training to the feture teacher to be appointed in the secondary school.
- To create well training , self disciplined and responsible teachers for the secondary school.
- To include among the budding teacher high moral standards, high academic values, and sense of National integrity.
- To provide necessary infrastructure and educational atmosphere through well equipped laboratories, library, computer center and gymkhana.
- To create confidence, zeal and high moral courage in the budding teacher to be faithful to the nation building and social commitment.

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

### Institutional Strength

1. Reputed, Proactive, visionary, participative and benevolent management with financial stability and transparency in admission and appointments.
2. College has safe campus and good image in the society with Optimum state-of-the-art infrastructure and 3.58 acres of land and 3527.51 sq.m. buit-up area.
3. Two Classrooms and seven method rooms, Lab and ICT Hall available for student.

4. Emphasis on student centric education and Innovative teaching and learning process to ensure holistic education development of students.
5. Mentoring facility is provided to the college students.
6. The college maintains good relations with the nearby schools by sending students for their teaching practice, project work, collection of data for their monograph work.
7. Ragging-free, plastic-free, tobacco-free, eco-friendly, safe and secured gender-friendly campus.
8. Accidental Insurance coverage is awarded by all students on roll.
9. Functional Alumni Association.
10. Receptive and interactive classroom environment.
11. Effective Training and Placement department
12. Providing employment opportunities to our students.
13. Hostel facility is available for Boys and Girls

### **Institutional Weakness**

1. Due to lack of professional programs very few reputed organizations participate in the progress of placement activities.
2. Lack of funds from NGO's and philanthropists during the assessment period.
3. The Alumni committee despite its enduring hard work, finds it challenging to form an extensive alumni base.

### **Institutional Opportunity**

1. Scope to develop add-on courses.
2. Strengthening Research Activities.
3. Alumni involvement in various teaching learning activities and organizing various educational sessions.
4. Maintaining research culture and professionalism in teacher education system.

### **Institutional Challenge**

1. Developing research attitude among students.
2. The challenge to train students and make them understand in local language is the more challenging problem faced by us.
3. Generating funds from alumni and cooperate social responsibility.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**Curricular Plannig** - Our institution ensures effective curriculum delivery through a detailed academic calander and micro plans, Academic calendar sets the time frame for compilation of syllabus. We discuss different activities before starting academic year, commences and take inputs from members and plan according to them. We also give opportunity to students' representative for their views in planning of curriculum and academic calendar.

**Academic flexibility** – A variety of activities are planned to provide academic flexibility to students. Like classroom lecture, tutorials, field work. Teaching is made a reflective practice through discussion stimulating experiences etc.

**Curriculum enrichment** – The curriculum of B.Ed. provide opportunities to acquire knowledge and skills. Time table efficiently deploys units of time for academic and co curricular purpose such as theory practical, library. value added courses. CTET, TET workshops are organized by alumni who share their experiences with the students.

**Feedback on curriculum** – Feedback from all stakeholders is collected on curriculum design and its implementation by the institution in online mode from 2019-2020 onwards.(Mannually 2019). The received input is analyzed for future planning.

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

1. The admission in the college is made strictly on merit basis. Students need to appear MH-CET entrance examination which is transparent and well-administered mechanism conducted by State Government. Students belonging to Minority, SC/ST/OBC along with different Socio-economic, Cultural and Educational backgrounds have an equal opportunity to get admission. Institute offers academic as well as financial support to students such as scholarship by state & Central Govt.
2. Teacher adopts multiple modes of teaching like experimental learning, Participative learning, group methods, cooperative strategy, Seminar method to cater with needs of students. Students are encouraged to use ICT support for learning as well as practice teaching. College takes various activities for student development.
3. The college mechanism ensures that the stakeholders of the college are aware about the evaluation processes. It includes Result analysis, subject teacher commitment of result along with Plan of Action. As per KBCNMU guidelines, examination & evaluation system is prepared. It consists of Internal Examination calendar, Examination Pattern and Assessment System. Internal Examination committee maintains complete transparency in the internal assessment. The evaluation criterion adopted by college are prescribed by KBCNMU.
4. Curriculum is based on the learning outcomes in line with the vision and mission of the college. Curriculum assures enhancing Teaching Competency & Skill through Project, seminar & Observation. The student performance is revealed by formative evaluation. Student Performance & Learning Outcome assessment system is explored and executed with existing processes, which is revisited and redefined. The progressive performance of the students and attainment of professional and personal attribute are in line with the PLOs and CLOs. Performance of students shows in what extent initially identified learning needs are catered. Student satisfaction survey suggests modification which required in teaching learning process.

### **Infrastructure and Learning Resources**

1. The infrastructure is as per the NCTE norms.
2. The college is housed in a permanent building of its own, which has adequate number of classrooms, laboratories, seminar hall, with LCD projectors etc.
3. Separate cabin for the principal, staff room for the faculty members, well furnished office and store rooms.

4. All rooms are well ventilated.
5. Adequate parking facility, Computer Lab, Library, Cafeteria, Common rooms for boys and girls, Recreational spaces, Pure RO Water, Electricity backup are provided.
6. There is play ground with facilities to play indoor and outdoor games.
7. Girls and boys hostels facility is available in our campus.
8. Fiber Optic cables for smooth internet connectivity with high speed internet and wi-fi facility.
9. All campus infrastructure facilities are properly maintained.

### **Student Support and Progression**

1. An induction programme is planned for the student when they join the college.
2. The pre requisite knowledge and skills are assessed to have a mind set towards compilation of the course and teaching profession.
3. Efforts from entry to formative level are planned to develop the personality of the students.
4. The mentors in college maintain the profile of the students to analyze their language barriers negative mind set towards teacher profession for an overall progression.
5. A continuous support is provided through personal health care and counselling for conducive learning environment.
6. Our institute helps the students to build their content knowledge, communication skills and confidence level.
7. Training and Placement Cell's offers placement opportunity to the students.
8. 18 students are placed in different schools, 5 students are taking higher education and 13 students qualified various exams like SET/ TET / CTET.
9. Government Scholarship facilities for SC, ST. and OBC categories are available in the college.
10. The Alumni association aims to keep the Alumni connect to the College via Events, Guest lectures, Reunions and networking opportunities.
11. Institution keeps record of placed alumni as well as their current status of job profile.
12. Institute organizes various alumni sessions for current students such as Sessions on TET; CTET; Competitive Exam, content enrichment etc.

### **Governance, Leadership and Management**

1. The college practices decentralization and participative management in academia and administration.
2. The Management, CDC, Principal, IQAC and the faculty member play pivotal role in the designing and implementation of its quality policies.
3. Our institute management is supportive and progressive, democratic and open minded.
4. The college has substantial capacities with its vision and leadership.
5. The college provides a healthy, clean and physical environment as well as support facilities that are reliable and vibrant for professional growth.
6. The strategic plan is prepared in tune with the Vision and Mission of the College.
7. E-governance is employed in admissions, administration, student support and feedback.

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

1. The campus is maintained with its gardens, pedestrian-friendly pathways, restricted entry of vehicles, ban on plastic, and semi paperless offices in the campus.
2. Green campus initiatives are affected through regular cleaning, plantation programs, use of solar power street light and LED lights.
3. The institution has Divyangian-friendly, barrier-free environment.
4. Handbook of Code of Conduct and Functioning Guidelines for Principal, teaching staff, librarian, non-teaching staff and student.
5. The College executes eco-friendly measures through the management of solid waste, liquid waste within the campus and inculcates environmental consciousness in student.
6. Most of the students make use of public transport to reach College.
7. The College tries its best toward a paperless administration.
8. Various awarness programs are planed and executed by our College.

### **Inclusive Environment**

- The students are made aware of their duties and responscibility through various programs.
- Various activities are held for the promotion of universal values, human values, and national integration.
- The College cecebrates national / international / commemorative festivals like Republic Day and Independence Day, Constitution Day, World Yoga Day, World Women's Day, World Environment Day and birth anniverseries of great Indian personalities.
- Rublic Day is celebrated in our College campus every year. All sister institutes participate in parade competation and patriotic singing competation.
- Every Saturday, College organizes the program of campus cleaning. On that day all staff members along with the students clean the campus. The program is constantly generating the awarness of cleanness.

### **Research and Outreach Activities**

- Our institute motives our faculty to participate in various research related activities such as seminars, conferences, paper presentation and research paper publication and workshops.
- The college also provides support to the 2 faculty members who have published their work in ISBN book.
- Our college organizes various outreach programme such as cleanness in village, mediation. Tree plantation programme to foster social responsibility and community engagement among the students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	POOJYA SANE GURUJI VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION, SHAHADA DIST NANDURBAR
Address	POOJYA SANE GURUJI VIDYA PRASARAK MANDALS COLLEGE OF EDUCATION KHETIYA ROAD SHAHADA DIST NANDURBAR
City	SHAHADA
State	Maharashtra
Pin	425409
Website	<a href="http://www.psgvpceducation.ac.in">www.psgvpceducation.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	KIRTI LAHU MAHADIK	02565-299141	9370058494	-	educationshahada@gmail.com
Professor	AMAR JANU PATIL	02565-	9766721514	-	patilamar2183@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority letter Mar and Eng version.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	GUJAR
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	<a href="#">View Document</a>		
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	No File Found		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	31-05-2015	240	
NCTE	<a href="#">View Document</a>	31-05-2015	240	



<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	POOJYA SANE GURUJI VIDYA PRASARAK MANDALS COLLEGE OF EDUCATION KHETIYA ROAD SHAHADA DIST NANDURBAR	Rural	3.58	3527.51

## 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,Educational,	24	GRADUATION	Marathi	50	50

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

**Self Study Report of POOJYA SANE GURUJI VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION,  
SHAHADA DIST NANDURBAR**

<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				7			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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	1	0	0	1
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	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	0	0	1
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time 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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	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	46	0	0	0	46
	Female	54	0	0	0	54
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	4	3	3	1
	Others	0	0	0	0
ST	Male	18	22	25	22
	Female	6	8	7	9
	Others	0	0	0	0
OBC	Male	6	10	15	15
	Female	28	19	26	29
	Others	0	0	0	0
General	Male	6	7	6	7
	Female	27	24	12	11
	Others	0	0	0	0
Others	Male	5	6	5	4
	Female	3	2	1	2
	Others	0	0	0	0
Total		103	101	100	101

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The college adheres to the Vision of National Education Policy i.e. to provide high quality education and to</p>
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develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, multidisciplinary curriculum is being offered which gives freedom to the students to choose their preferred options from the range of courses offered by the institution. b) Delineate the Institutional approach towards the integration of humanities and science and provide the detail of programs with combinations. Emphasizing the key principles of NEP the college provided diversity for all curriculum and pedagogy with technological invocation in teaching and learning, engaging logical decision making and invocation, critical thinking and creativity. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain ICT in teaching learning process are some of the multidisciplinary courses offered the program. Involvements of the students in various program of national priority skill development workshop, career katta, women empowerment are some of the programs organized by the college to develop all around capacities of the students. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The faculty encourages the students to identify, analyzed and present solutions which are innovative , creative and unique to the teaching learning process. e) What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges? The college has linkages to various academic industries and voluntary organization which help the management to prepare the student teacher as per the demand of the global industry. f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. To create confidence, zeal and high moral courage in the budding teacher to be faithful to the nation building and social commitment institute arrange Purushottam lecture series and curvature competition every year.

<p>2. Academic bank of credits (ABC):</p>	<p>a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. We arrange the guideline program about ABC for the students. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The college preparedness in implementation of ABC depends upon the guideline of the affiliated University (KBCNMU) and Higher Education Department. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. For this purpose a centralized database along with the database of the college is to be established to digitally store the ABC earn by the students. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Appropriate technical support system also has to be established. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. No such system is available in our institution.</p>
<p>3. Skill development:</p>	<p>a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework A teacher plays an important role in developing quality citizens, who later lead an effective life for productive contribution to be well being of society. b) Provide the details of the program offered to promote vocational education and its integration into main stream education. The teacher of the college sensitize students with changes that are taking place in the education eco system. As stressed in NEP 2020 college emphasizes on collaborative learning through various schools. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. In our</p>

	<p>college various life skills and values are include in the students through the daily activities in our college. Value added courses on soft skills such as self awareness empathy interpersonal relationship, time management etc are provided to the students. d) Enlist the institution's efforts to: i. Design a credit structure to ensure that all students take at least one vocational course before graduating. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. v. Skilling courses are planned to be offered to students through online and/or distance mode. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. The institution skill development effort are evident through its curriculum elective courses as well as pedagogical transaction.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses. Regarding the adopting of Indian Language the college offers Indian Languages like Marathi, English. College envisages on the preservation and promotion of mother tongue. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Teacher is self creating provision of languages translation app through mobile. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. In our Institution Teaching Learning instruction and courses taught in Marathi Languages. d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) In our institution Indian languages offered as Method I and Method II at the UG level. Indian classical languages and Regional languages will be offered when the college adopted multidisciplinary approach. The Folk, Literature of India is highlighted through folklore emphasizing the</p>



	attitude, myths , customs, traditions , festivals all things implement by the projects. ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions. e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020 No incentive schemes are available in our college.
5. Focus on Outcome based education (OBE):	i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? Outcome base education is a pedagogical model that entails restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high order learning. The objectives setout in the NEP all OBE are competency, standard, benchmark, and attainment of target. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. A systematic structure of education and specific approach to instructional teaching practice. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. The college offers B.Ed. program the curriculum of this course is designed keeping in mind the regional and global requirement.
6. Distance education/online education:	Our educational institution is equipped to provide online instruction in any circumstance. Various online platforms were used for the teaching and learning process during the COVID-19 lockdown. WiFi is available at our college, which improves the quality of instruction. Our school is equipped to handle any situation where online learning is necessary.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NO

<p>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.</p>	<p>NO</p>
<p>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.</p>	<p>NO</p>
<p>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.</p>	<p>NO</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
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..

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	45
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
44	50	50	41	35
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	5	6	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..

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7
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)..

2022-23	2021-22	2020-21	2019-20	2018-19
48.37	50.29	32.07	68.33	64.14
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: 7

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:**

The college is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The College follows syllabus for programmes designed by the KBCNMU. The revision and up gradation of the syllabus is done at University level, the College has a mechanism for effective, documented curriculum delivery.

1. Healthy working environment is maintained in the college.
2. Qualified and experienced faculties are recruited.
3. Regular meetings are conducted by the principle with the faculty members.

**Planning**

The Principal conducts meetings with the faculty to develop strategies for effective implementation of the curriculum. This phase includes the following process.

- Drafting of the academic calendar and timetable.
- Preparing the lesson plans.
- Scheduling the various academic activities.
- Setting up all the technical support for effective class delivery.

For a systematic plan an execution of syllabus completion.

Principal takes care of balancing the timetable schedule with regular university prescribed subjects, value added programme and other things for students.

Students alumni and stakeholders feedback were taken for reviewing curriculum.

We also give opportunity to students for their views for planning of academic calendar by keeping in mind the curriculum enrichment.

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>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<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:** A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<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:** B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
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>

## 1.2 Academic Flexibility

### 1.2.1

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



**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	11	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	11	14

<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>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

**1.2.2**

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

**Response:** 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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>
Any other relevant 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: 3**

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<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: B. Any 3 of the above**

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant 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:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

- **A fundamental or coherent understanding of the field of teacher education**

At the beginning of the course, student teachers are oriented through Induction program planned to explain curriculum, syllabus, code of conduct, exam rules. It enables the student teacher to understand the requirements of the profession and face the challenges in it. All enrolled students are made aware of

various techniques and skill set that will be taught in teacher education. It includes effective classroom management skill, preparation and use of instructional material and communication skills.

- **Procedural knowledge that creates teachers for different levels of school educations kills that are specific to one's chosen specialization**

The practicum work starts with lecture series on micro teachig , model demo of particular skill of each subject, lesson planning of Micro Teaching Skills. Students learn all basic teaching skills separately and minutely as per orientation and as per their subject method e.g. various skills like black board Writing, Stimulus variation, Questioning skills, etc. Integration of all skills a single lesson is also taken by students.

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

Students extrapolate from what they have learnt in theory subjects and practices in college and apply the acquired competencies to new situations when they go to schools for practice teaching. The theoretical knowledge is put into practice through various projects and activities that students take up in college.

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

The institution has planned various activities for development of student's emotional intelligence through reflective assembly on various days. Activities are carried out in to enhances all skills of students. Student teacher get a platform to celebrate various activities like Women's day, Teacher's Day, Yuva Day, anniversary of great personalities.etc. which develops their communication skills. We have collaboration and linkages with various schools where in we have our Internship and practice Teaching conducted every year. Students' teachers are engaged in various activities performed during Internship. In Internship student get an opportunity to develop practical skills and explore knowledge.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant 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:**

**Development of school system** – The curriculum of B.Ed. course covers the theoretical accepts like in first year the course PE2 unit no3 Educational structure in contemporary India and related bodies NCERT, UGC, NCTE, NAAC, QCI, SCERT, DIET. Awareness of development of school system in India, organization of school plan, school site, building, infrastructure, school records and registers and maintenance were given through curriculum. Students of the entire teacher education program running in the institution are familiarized with the diversities in the school system in India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school practice teaching program, internship and field engagement. Students are made aware of functioning of schools through various activities of field engagement programme undertaken in the respective schools.

**Functioning of various Boards or School Education-** Students are send for observation to schools following different school systems. Students are familiarized with the comparative study of curriculum framework, syllabus and textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. The student teachers are exposed to different pedagogical practices of boards in school during internship, trained to formulate subject specific academic standards and learning outcomes.

**Assessment systems** – In B.Ed. second year PE6- Assessment and Evaluation in School Education through this subjects students knows about the assessment of school students.

**Norms and Standards** - Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system.

**State-wise variations** – In our area so many schools like state board schools, central Govt. School, Model School, CBSC board school and ICSC board school. We introduce to the students about various boards schools and their procedure about admission. We also give the knowledge state wise variations various boards and their evaluation system.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<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:**

B.Ed. program begins with induction program for students. B.Ed. curriculum has different aspects like theory, assignments, practical, and project and internship program. Theoretical knowledge gives deeper meaning of concepts through two year B.Ed. course like Childhood and Growing Up, Critical Understanding of ICT, Guidance, Counseling and Inclusive Education, Education in Contemporary India and Genders School, Society. Practical knowledge helps to understand the concepts. Enhancing professional capabilities develop teaching learning skills of students through orientation and model demo to teacher in micro teaching, integrated and practice teaching lesson. We also conduct the assembly.

Internship gives actual professional knowledge to student teacher like Planning of the lessons.

Conducting constructivist lessons, preparing unit test, result analysis and attendance of class, for a month and writing a report on all it. Observation of School facilities like playground, laboratory, library, different club etc. and writing report on it. School principal take interview of student teacher, coordinator, and teacher made awareness about roles and duties of them. Student teachers plan assembly, co-curricular, extracurricular activities for students. Student teacher prepares the teaching aids on various subjects and Methods.

Our students and faculty members attended the workshop on NEP-2020 organized by the institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

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

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

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.4.2**

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<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:** 81.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	21	19	22



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

### 2.1.3

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
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 institution assesses the learning levels of the students in two ways at the time of the commencement of the programme. Students enrolled in teacher education programmes are identified as per their learning

needs based on their Higher Secondary and graduation marks. We arranged content knowledge test (seven subjects) at the time of entry level.

The percentage at the graduation level is considered to identify the students under average and above average, and an interview is also held to identify the different learning needs of students.

Before microteaching, students are assessed to identify the teaching ability and skill that is to be needed most to be focused on. It helps to assess their professional education and academic support needs of them.

For the slow learners, student teacher arrange certain question to the student and make them answer so that whether the teaching has been followed by the student becomes clearer.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.2

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

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

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
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:** Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.4

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

**Response:** 25

#### 2.2.4.1 Number of mentors in the Institution

Response: 4

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<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:**

**Participative Learning** – To develop innovative as well as creative skill among students, experimental learning is used to provide direct experience to develop professional skills, practical work, microteaching, simulation lesson and practice lesson.

**Internship** – Internship aims at enabling the students to get a practical exposure to the working of the schools and education college by providing an opportunity to supplement their classroom learning with practical experience. Internship is compulsory part of B.Ed. course as it is believed that it can facilitate the integration of theoretical learning with its application and practice in the workplace.

**Group discussion-** Group discussion is organized as part of the teaching process in order to encourage students for better understanding of the subject.

**Student seminar-** Students seminar is organized by B.Ed. students present papers related to their perspective subjects like PE-2, PE-3 and EPC-2.

**Field Trips and Visits** – Classroom teaching-learning process becomes meaningful and effective only when students get an interface in order to understand the functioning of the educational institute. Field trips and visits are an efficient way of exposing students to the nature of working of an educational institute. In B.Ed. course subject PE-1 case study practical work for this practical our trainee students goes to in various schools like Divyangjan School, English medium school for case study visit.

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant 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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	5	6	6

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<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:** 100

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<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:** A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

Working in teams – In micro teaching groups we develop the various teaching skills and tools and technique of teaching.

- 1.Explanation Skill
- 2.Questioning skill
- 3.Black board writing skill
- 4.Stimulus Variations
- 5.Set Induction
- 6.Example and Dakhale

After that they used various skills in lesson plan, teaching learning process and also they give feedback to their colleague.

Student Diversity- We arranges various co-curricular activities for students. Especially for minority students from remote areas. In internship they took the program for school student to improve their confidence, language, communication skill and reading skill. We also develop communication competence in prospective teacher. To create an awareness on ethics and human values.

Recent Development in Education – From various program student teacher learn leadership qualities and practice them. Students also develop about professional development an assessment of teacher. We give the various you-tube link and discuss on it.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any 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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant 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 College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods and approach through discussions, guest lecture, social service activity, field visits to encourage greater participation and interactive learning.

1. The lesson planning technique like micro teaching, school practice teaching, reflective reading and writing which is taught by methodology teachers. They also arrange the diversity program and implement it in internship.
2. For the thinking skill, we give the Two Word Project to the students. In this project student teacher writes the information on various themes, days, philosopher, scientist, in his own handwriting.

3. We take the daily assembly for the student to develop their credibility in discipline and empathy. In assembly student perform prayer, daily thoughts, daily quiz.
4. Theory papers extensive content knowledge is gained through various theory papers which has strengthened their cognitive and intellectual abilities. In various papers many practices are carried out. This practical courses improve the students creativity.
5. Our students visited Nivasi Asthivangya Shala, Lonkheda to gain an understanding of the special needs of the differently abled students in the Society. These visits offer a practical knowledge and develop empathy among the students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<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:** B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant 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:** B. Any 6 or 7 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<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

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant 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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
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:** C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.8

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

#### **Response:**

The institution plans an internship program systematically. The necessary preparedness is taken to implement it. In the academic year 2022-2023 planning was followed.

The following process is adopted while implementing the internship.

1. Permission from practice teaching schools.
2. According to the schedule of the university, approval from the university with the students listed in the school was taken.
3. Orientation program for the students with the faculty.
4. The meeting of the school heads, teachers, principal and faculty with the internship authorities.
5. The head and teachers as well as the group leader guide the student teacher.
6. Preparation of planning by the student teachers with the help of the faculty.
7. According to the planning internship was implemented.
8. Program was implemented for up to 15 weeks as per the university guideline.
9. Teaching of school subjects allotted to them in time table.
10. Observation of senior teachers lessons visiting the various sections, library laboratory etc done by the intern.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant 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:** 16.67

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

Response: 3

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<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:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

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

**Response:**

The institution monitors the internship program by adopting the following process.

1. One faculty for each group bears the responsibility to observe and visit the school daily and guide and monitor the students as per the needs.
2. Head master supervisor and senior school teachers guide and monitor the students from time to time.
3. Principal of the college visited randomly to check, observe and monitor the program.
4. University appointed flying squad for the internship program to visit the schools directly to monitor the program.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any 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

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

#### 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
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<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:** 74.29

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 76.92

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

**Response:** 4

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 19.5

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

Response: 78

File Description	Document
Copy of the appointment letters of the fulltime teachers	<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:**

In our institution experienced teachers are working who are attached to the institution for more than 25 to 30 years. They are fully dedicated to the College and are continuously contributing in the field of Education. For this they keep updating themselves by attending conferences, courses, research works, Our college staff members share their knowledge with each other on regular basis.

They also discuss about curriculum frame work and research work. This year our faculty members upgraded digitally.

File Description	Document
Documentary evidence to support the claims	<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.Continuous evaluation through micro teaching.
- 2.Tests and assignments after the midterm examination.
- 3.Participation of students in various curricular and co-curricular activities.
- 4.Internship program.
- 5.Practice teaching.
- 6.Practical related to the theory papers.
  
7. Projects and Reports writing on each activity

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant 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:** B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

The institution has established an active grievance redressal cell. Those students have issues and grievances they submitted to the cell. The committee of the grievance redressal cells discussed and take action to solve it.

1. There is complete transparency in internal assessment which is based on the norms directed by the affiliating university.
2. At the beginning of the year, faculty members expose the students to various components in the evaluation process during the year.
3. Internal assessment test program is organized according to the university and student teachers are informed in advance.
4. To ensure proper conduct of formative tests, two observers are allocated in each hall. The test papers are evaluated by faculty members within a week and display the result on notice board.
5. Correct answer scripts are confirmed by the subject teacher at random to ensure standard evaluation process. If there is any grievance is redressed immediately.
6. Students are constantly evaluated by faculty regarding theory lectures, lab, assignments, unit tests.
7. If the students are facing any problem, they are solved by the principal of the college.
8. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the Internal Examination mechanism. The Principal and faculty in-charge keep an eye on the overall procedure by conducting the periodical meeting with the faculty.
9. For the quality of the projects, evaluation is done by faculty.
10. A centralized Examination System is followed. If any grievance related to the university question paper like, out of syllabus, repeated questions, improper split of marks, or marks given are not just, he/she can apply for reevaluation, by following the stipulated norms.
11. Day to day performance of the students is assessed which includes regularity, performance, and promptness in submitting the record.

### 2.6.4

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

##### **Response:**

The institution adheres to the academic calendar for internal evaluation. The university regulations of internal evaluation are strictly followed as per directed. The academic calendar is planned according to the university schedule and it is implemented throughout the year. If any changes happened in it due to difficulties was planned with discussion in the staff.

The **time tables** are prepared and implemented accordingly. The Academic Calendar follows the KBCNMU norms of two hundred working days per year followed by examination. The teachers prepare

**teaching plans** according to the Academic Calendar and guidelines of the University. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation., seminars, project work, unit tests. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, faculty will monitor overall internal assessment process. The **schedule of external examinations** is **fixed** by **the University** and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the college to adhere to the Academic Calendar for internal evaluation.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<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 student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
- 4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions
- 6) The student teacher understands content cum methodology and adopts it in teaching.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.7.2

#### Average pass percentage of students during the last five years

**Response:** 91.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	42	50	50	36

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<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:

Our Institution take full efforts to make sure that program and course learning outcomes are achieve to the satisfactory level which can satisfy students need. Student attainment of program outcomes and course outcomes are evaluated by the institution.

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored and used for the professional improvements of the trainee teachers such as –

1. Micro-teaching is used to develop professional skills and observation is done on achievement and developed skills.
2. It is used in integration teaching and helps to improve
3. Then Practice teaching is implemented for the progressive performance of the trainee teachers

4. Internship program was implemented to provide an overall experience to teacher trainees to develop professional attributes among them in line with PLOs and CLOs.
5. Classroom learning activity as part of the course outline assign to all students forms an important component of internal evaluation the observation, formative assessment help the faculty in planning and providing opportunities to the students based on their needs.
6. Celebration of national festivals, seminars, extension lectures and other curricular and co curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications. Students actively plan, organized and execute these events under the guidance of the faculty

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 88

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

Response: 44

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<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:**

The trainee teachers are assessed at the entry on their professional skills and their needs to achieve them. After identifying their needs at entry, the institution focuses to develop professional skills among them by using various academic and non-academic activities. Our institution assessed the student on various

forms of tasks which gives the full insight about their progress. Assessment result provide clear picture of their areas which needs improvement. Following process are considering during the entire course work.

Self introduction- self introduction is conducted to enhance communication skills of the student. And it consist information about their hobbies which provide the insight.

Content test- Most important test conducted to check the knowledge level of the student in pedagogy subject.

Students from different areas villages also get enrolled in the course. Special attention is given to such student to overcome barrier during their completion of course work.

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.47**

## 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..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

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

**Response:** E. None of the above

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

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<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:** 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0



File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<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:** 0.19

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<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:** 3.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	5	5

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
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:** 32.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	20	00	50	44

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<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:** 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	0	0	20	30

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<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:**

In our institution for the social contribution we arrange the program about Beti Bachav Beti Padhav. There are so many social issues. Every student teacher should work for the community and with the community for this our college has organized the program. Our students actively participated in short play named “ Dr.Anandibai Joshi the first Lady Doctor in India ” organized by Jaints Saheli Symposium.

The green and Clean initiatives.- College students planted trees at various locations in our school campus. They spread awareness on importance of a plastic free environment. The College is located in a beautifully green campus. Best out of waste program conduct in our college. Rain water harvesting and compost pit helped in calculating environmental values in the student.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>

### 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.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<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: 3**

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

Response: 3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any 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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any 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:**

The institution has adequate facilities for teaching-learning. There are 2 general classrooms, 7 method rooms, and one seminar hall for lecture and seminar purposes. The institution has a science laboratory, Adequate sports field is available in the institution. The PSGVP Mandal's Senior college fitness centre was shared with the college with all equipment and facilities for students. as per needs for teaching-learning purposes, the physical facility is adequate in the institution. LCD projector is parmentaly installed in the class room

**Classrooms:** The college has 2 classrooms, ICT Hall 7 CCM classrooms available in our institute

**Library:** The college has one library associated with one 'library cum reading room'.

**Laboratories:** Science Laboratory and computer lab is available in our institute.

Other facilities- Common boys and girls room, staff room, Play ground, Indoor stadium, Parking, Canteen, Green campus area, pure drinking water, washroom facility for girls and boys, Mahatma Gandhi Multipurpose Hall. Ladies and Boys Hostel.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<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:** 10

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

**Response:** 1

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

Response: 10

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

#### 4.1.3

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

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.22	0.11	0.13	0.12	0.25

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<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:**

Institution has not adopted automation of library (LMS)

The College Library has a seating capacity of 25 users, consisting of provision to enable students to access information for their academic pursuits. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching-learning material. The library has ample books to refer to for the core and elective papers as well as for professional growth. The

library also has a reading room for students and faculty to work on references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material. The students get the books issued for a week and avail the facility of the library and its resources to the fullest.

Students and faculty contribute to the library facilities by actively participating in all the activities organized by the library from time to time. Library helps us to develop and increase a lot of good collections of books.

Book Bank facility is available for all student. In this facility we gave the set of all course books for whole academic year.

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

#### 4.2.2

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

##### **Response:**

Institution has not remote access to library resources. The College Library has a seating capacity of 25 users, consisting of provision to enable students to access information for their academic pursuits. The library is well equipped with all the facilities for students and faculty members provides them with sufficient teaching-learning material. The library has ample books to refer to for the core and elective papers as well as for professional growth. The library also has a reading room for students and faculty to work on references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material. The students get the books issued for a week and avail the facility of the library and its resources to the fullest.

In the Library Book Bank facility is available for all student. In this facility we gave the set of all course books for whole academic year.

In day to day life student are used social media like mobile for teaching and learning process. They download various learning apps for this.

#### 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>
Any 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:** 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.48	0.17	0.27	0.23	0.05

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any 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:** 1.13

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

**Response:** 22

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

Response: 25

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

Response: 21

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

Response: 24

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

Response: 26

<b>File Description</b>	<b>Document</b>
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**4.2.6**

**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

**Response:** E. None of the above

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

### 4.3 ICT Infrastructure

#### 4.3.1

##### Institution updates its ICT facilities including Wi-Fi

##### Response:

The college provides adequate number of computers, printers, scanners, with projector etc. to help students and faculty to carry out academic activities effectively. There are two LCD Projectors, one laptop. The office is furnished with high configured systems, connected with Internet and Wi-Fi. Computer systems are upgraded as per the requirements of the college. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching- learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up- gradation of ICT facilities. There are 12 computers in the college which are loaded with essential software. The installation of anti-virus periodically, formatting of computers and replacing of hardware is done timely. however, the major damage, computer technicians and service providers are hired for the up keeping and replacement. To meet ICT needs, the college is using broadband and has available bandwidth for net is 100 Mbps.

The college has sufficient classrooms and upgraded Library, Computer Lab with Wi- Fi facilities. There is an Auditorium, Seminar Hall and Two classrooms with LCD Projector.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.2

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

Response: 14.29

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 200

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

Response: 200

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant 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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<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:** 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0.03	0.01	0.08	0.11

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<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:**

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computer, classroom etc in the institute. The maintenance of physical, academic and support facilities are carried out by the respective departments with the help of in house staff on daily basis and periodically. And care has been taken to keep the equipments, machine etc in working condition. In case of breakdowns standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain the physical facilities and Housekeeping.

**1. Laboratories:** Laboratory has one teacher as lab incharge who is responsible to maintain and upgrade the laboratory with necessary equipments from time to time to cope with change in the syllabus.

**2. Library:** Supporting staff has been appointed to maintain library. They focus on the availability and utilization of instructional material in teaching and learning process. At end of the Academic year stock verification is done. Supporting staff will prepare the report on the same and utilization of books by the students and staff. Procurement of books as per the requirement is initiated through library committee by inviting the requirement of books this is then processed following the procurement procedure.

**3. Sport complex:** Faculty looks after the sports facilities and the activities. The sports equipments are issued to the students as per the schedule of the events. If any equipments get faulty sport director submits proposal for maintenance. Preventive maintenance measures are taken in time. Sport director is responsible for keeping the record of utilization of sport Facilities, activities held, awards for the students etc.

**4. Class Rooms:** Class rooms with all necessary ICT tools are allocated to all methods. The class rooms are utilize as per the timetable and are clean on daily basis. Head of the institute and Class teachers also monitor the cleanliness and ensure that the cleanliness is maintained in the class rooms.

**5. IT facilities:** The laboratory technicians and system administrator are outsourced and maintain the IT facilities in the institute. In case of major issues of maintenance vendors are hired for maintenance of IT facilities.

**6. Electrical, Drinking water coolers etc.:** The PSGVP Mandal has employed technicians (electrician and plumber) for up keeping and maintenance of electrical and water drinking facility. Institute has also appointed housekeeping staff to maintain the gardens.

File Description	Document
Any 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:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<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:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<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:** E. Any 1 or none of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<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:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
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:** 8.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	2	2	2	1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 11.36

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

Response: 5

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

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

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3**

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

**Response:** 5.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	3	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response:**

Student representatives lead the institute's Student Council. Sincere student participation is necessary for the institution to thrive academically and administratively in the best possible way. Student teacher committees, which have a major impact on the smooth operation and expansion of the institution, have the exclusive goal of creating comprehensive programs to pursue this engagement. The student representatives are selected by various criteria and the council is formed. The representatives are taken in various committees such as the library committee, cultural committee, etc. The representatives can put their issues and demands to the principal and the head of the activity, and decisions were taken for each. So, the council is active and plays an important role in the institution.

**Student Council Constitution:** Students are represented by an active body at the college. Generally, the Student Council election takes place during the first week of the start of the academic year.

**The list of committees including intern teacher representation is:**

1. **Discipline Committee:** The purpose of the discipline committee is to handle issues relating to student behavior both in normal classes and at special events throughout the year. To maintain discipline in the classroom, class representatives are chosen for each class.
2. **Cultural Committee:** plans the college's cultural events, leads morning meetings, and organizes the youth festival, Youth Festival at the university level, held in-house programs to commemorate National and International Youth Days.
3. **Library Committee:** Creating guidelines for the lending of relevant books, the upkeep of library materials, the acquisition and modernization of software, and the improvement of library services. It also takes into account recommendations made by representatives of the student council for enhancing library services.
4. **Internal Quality Assurance Committee:** The purpose of the IQAC committee is to organize, coordinate, and oversee a range of initiatives aimed at raising the standard of teaching provided by the college.
5. **Sports Committee:** Promoting athletic engagement and planning sporting events. Every year, the committee plans Sports Day at the school and takes the students to various institutions to take part in sporting events.
6. **Grievance Redressal Committee:** The committee's duties include investigating and evaluating the genuineness of any complaints made by instructors or students. The committee also has the authority to investigate any harassment allegations. Anybody may personally address its members with a legitimate complaint. The "Zero Tolerance" policy is implemented in accordance with the Third Amendment to the UGC Regulations on "Curbing the menace of Ragging in Higher Educational Institutions, 2016".

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

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

**Response: 3.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	3	3

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
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:**

One of the top institutions in the esteemed Poojya Sane Guruji Vidya Prasarak Mandal, Shahada is Poojya Sane Guruji Vidya Prasarak Mandal's College of Education. It constantly aspires to excellence in the holistic development of its students to become the nation's professionally sound human resource base. Following in the footsteps of India's top colleges, including Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada has an exceptionally capable and engaged Alumni Association. Every year, a notable number of new alumni members are added. It convenes on a regular basis to explore how

to enhance the institution's academic environment and to share opinions about the range of postsecondary education and career options.

We are proud of the excellent placement record of our alumni, which explains why so many of our former students hold important positions and have illustrious backgrounds in a variety of fields. Over the years, the institution's alumni have made both non-financial and academic contributions to its growth and development.

Our alumni members assist in assigning our students to various institutions. They hold a variety of distinguished positions, including coordinators and principals. These individuals are invited to the school for a variety of events, such as Teachers' Day, the Annual Function, and Orientation Day, in order to inspire pupils and share their own professional experiences. They give great feedback to interns throughout this event so they may become better teachers and function better in actual classrooms. Their contributions are duly acknowledged and appreciated.

Objectives of Alumni Association:

- to offer a platform for communication and networking amongst former Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada students.
- to plan programs that could be helpful to the community, teachers, and kids.
- to give current students access to employment prospects.
- to work toward the professional, cultural, and educational advancement of the institute's current and former students.

Following are the various activities that take place on behalf of Alumni Association:

1. Alumni Meet: Annually, alumni organize a gathering to discuss pertinent issues. The meeting is held on a need-basis.
2. Placement: Many alumni from different colleges and universities assist in placing final-year students with references or occasionally inside their own organizations.

Academic Contribution: To encourage greater interaction between alumni and the institute, alumni office bearers hold online and offline meetings with a variety of topics on the agenda. Alumni with significant accomplishments and experience in any sector are encouraged to serve as guest lecturers, judges, keynote speakers, and other roles. Every year, the alumni were welcomed to the campus to share their professional experiences, which should open doors for the next generation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

#### 5.4.3

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

**Response:** 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<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:**

The Alumni Association of Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada is essential to the institution's operation since it provides non-financial support, student mentoring, support from other students, and early talent identification and development into a productive and successful human resource for the nation. The institute boasts a vibrant but non registered Alumni Association that collaborates with faculty to develop strategies to enhance instruction, gather resources, and plan events that foster students' confidence in their ability to take charge and successfully complete course requirements, such as lesson planning for classroom instruction, writing summaries, presenting papers, and engaging in personality-focused events like debating competitions and performing arts, among other things.

Alumni members are asked to provide help and advice on curriculum development, student support for entrance, placement, guiding, and mentorship through Alumni Association meetings. Alumni members run workshops, conduct seminars, organize internships, and more. Member feedback is extremely important in bridging the gaps in the curriculum that go overlooked. This organization serves as the institute's closest watcher, ensuring that current goals are met within the allotted period.

Alumni thus establish connections with professional associations and service in the field of education. Numerous former educators from diverse educational institutions have generously offered their assistance in judging a range of extracurricular events, including debate, dance, music, general knowledge, and essay writing.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The Poojya Sane Guruji Vidya Prasarak Mandal has been established in 1969 in this remote adivasi Satupda region with a view to impart quality higher education for the rural , backward and poor students. The College of Education has the mission of imparting high quality training to the teachers mend for the secondary schools. In addition to this mission of our College inculcates the high moral and cultural values among the young students. Strict discipline, highest possible academic excellences are remaining mission-goals of this College.

#### **Vision of the College**

- The College of Education has the vision of imparting high quality training to the would be teachers mend for the secondary schools and inculcates the high moral and cultural values among the young students. Strict discipline, highest possible academic excellences in the institution.
- The Mandal's College of Education shall serve the noble cause of higher education to the economically, socially and culturally backward, Adivasi students from this remote part, the north-east part of the State of Maharashtra, mainly populated by the agriculturists, peasants and the Adivasis / Tribals.

#### **Mission of the College**

- To offer high quality of training to the future teacher to be appointed in the secondary school.
- To create well training, self disciplined and responsible teachers for the secondary school.
- To include among the budding teacher high moral standards, high academic values, and sense of National integrity.
- To provide necessary infrastructure and educational atmosphere through well equipped laboratories library computer center and gymkhana.
- To create confidence, zeal and high moral courage in the budding teacher to be faithful to the nation building and social commitment.

**Governing Body:** The Governing Body of the institution takes responsibility to ensure effective management of the institution and plans for its future development. The Governing Body looks after the affairs of the institution in view of the primary objectives of teaching and research. The members of the body are dedicated, eminent personalities such as educationists and Social Activists. The teacher representatives in the **College Development Committee** are actively **involved in decision-making process** to sustain and enhance quality of education in the institution. It includes consideration, approval of the strategic plans, identifying the financial, physical and staffing strategies. Suggestions from all



stakeholders are considered in the institutional building processes.

The institution **aligns effective leadership towards the vision and mission** to produce quality teachers as per the local and global needs and to improve the quality of Teacher Education.

Students' positive attitudes are internalized towards social issues, environmental concerns, emerging global and local challenges. Code of professional ethics is an integral aspect of the institution which commences from entry to the summative level of the programme. The environment is wired through explicitly demonstrated model for imbibing these ethical principles.

We train intellectually well- developed teachers focusing on the mission of this college. We believe in decentralization of the work. The intellectual inputs like classroom discourses, project completion and showcasing, field studies, in-house exposure and school-based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, learning through add on courses and through co-scholastic activities are considered seriously.

We also prepare techno sarvy teachers to be on par with technological, school/ college demands and pandemic demands.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

The team at Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada strongly believes that **effective leadership creates an environment conducive to participatory processes**, which in turn, fosters effective functioning of the institute. Hence, **the Management, Principal, Faculty and Administrative Team work** collaboratively to ensure effective and smooth functioning of the institution.

Institute helps in enhancing teaching- learning processes by encouraging faculty **to conduct workshops, seminars, exhibitions, research, to publish books and articles**, an activity that enriches the faculty and percolates down to the interaction in the classrooms. **Encouragement and appreciation to the staff members are provided in various ways for their professional development.** Our institute also provides exposure and support for career development and professional growth of Faculty by providing NOC as well as timely support for Doctoral Studies.

The management reveals its faith in the institution by providing enough freedom and non- interfering support to make decisions. However, common decisions related to academic and administrative activities are taken by the Management authorities. Our college is affiliated to the KBCNM University Jalgaon. The university monitors and foster smooth governance and teaching learning process.

Our institute practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the **extensive delegation of authority** to the Principal **and teachers in- charge of various cells and committees in the college**. Various committees and cells are operational in the institution to implement various activities.

**Academic Committee** is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties. Academic Committee often takes the lead in **planning Seminars, Workshops, Career Counselling Sessions, Remedial Measures and Inter- college Exercises**. Academic Committee is at liberty to **introduce creative and innovative measures** for the benefit of the students.

**Cultural Committee** organises all the functions, cultural activities in the college.

**Examination Committee** prepares date sheet and conducts two house tests in a year and prepares internal assessment of students.

**IQAC** does the **Planning and Evaluation** for quality assurance in the college and organises meetings periodically, throughout the year.

#### **Participative Management:**

**Planning and Development:** Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by CDC.

**Academic Calendar** is pre-planned and implemented with the approval of the **College Development Committee** and is uploaded on the college website.

**Administration:** The administrative activities involve maintenance of records related to **infrastructure, faculty, support staff and students**, etc. of the college through e- governance, **Service Books** of the staff is also maintained and checked regularly.

**Finance and Account:** Day-to-day transactions, vouchers and bills are saved and complied on e- governance software. The institution has been using e- governance to maintain and manage the inflow and outflow of the finances.

**Student Admission and Support:** During the admission time, complete details of student i.e., personal data, qualification, fees deposit etc. are saved in the e- governance software students can avail scholarships granted by Government of India.

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

### 6.1.3

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

##### **Response:**

Our institute conducts **Internal and External Financial Audits** regularly at the end of each financial year. Proper procedures are adhered to according to government, state and affiliating university in governing day-to-day functions of the College.

**Financial:** All expenditure proposals are budgeted by the **Finance Committee** and approved by the **Governing Body**. Regular Internal and External Auditing is a practice of this college. **The auditors visit** the college at regular intervals, they **verify all Financial Transactions** with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Any discrepancy, if found, is brought to the notice of Principal immediately. Record is maintained.

**Academic:** Before the commencement of the session, the **Academic Calendar** is prepared and all the Academic and Non- academic activities are scheduled beforehand. **An Induction program** is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various **committees and bodies**. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. **Remedial sessions** for improvement are in place. Provision for re-evaluation of answer scripts at the university examinations is available.

**Registers are maintained** to record **internship performance, feedback** from participating schools are shared and discussed with the students.

Practical examinations of Annual Lessons are assessed by internal and external examiners.

**Administrative: Admission notification** is made through what's apps groups and Facebook. The **fee structure** is given by **Maharashtra State Admission and Fee Regulatory Committee** and the admission process are adhered to.

The **staff student ratio** is maintained according to the **NCTE norms**. **Staff vacancies are advertised**. An appraisal system is in place. All required records and registers are maintained.

**Decisions made by management** are announced to faculty members **through staff meetings**.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

The IQAC in consultation with the College Development Committee formulates a Strategic Plan. Students are primary focus of the institution. Hence, to meet the changing demands of students, the management has adopted a "student-centric approach" to improve facilities which would bring all-round development of student and ensure their success.

##### • Teaching and Learning

1. To provide quality education in theory as well as microteaching and internships.
2. To identify and implement innovative teaching learning methodologies apart from regular teaching methods.
3. To concentrate on capacity development of faculty as well as of students and on faculty and student welfare.

##### • Social responsibility and Extension activities

1. To aware the local public about the health by arranging awareness programs.
2. To inspire students for participating in various social activities through rallies, street acts etc.
3. Through outreach program one should recognize the societal issues to provide cost effective solutions.

##### • Curriculum enrichment

1. To implement liberal art structure and thus to increase options in terms of major and minor.
2. To introduce value added courses including Entrepreneur development, skill development, Management and many more.
3. To increase the IT resources in institute.

##### • Environmental awareness

1. To reduce the use of single use plastic.
2. To reduce carbon emission in campus.
3. To use bicycles within the campus.
4. To increase the number of trees in the campus.

At the beginning of the academic year various committees are formed to check out strategic plan of events and activities which will support growth and development of the Institution. Regular meeting is taken about the implementation and outcome of the prospective plan.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.2

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### Response:

The college has a well-defined organizational structure to ensure efficient governance and management through effective decision making. The main bodies that have been constituted, formulate and execute policies and strategic plans based on vision and mission.

**Governing Body:** The Governing Body of the institution is responsible for ensuring effective management of the institution and for planning its future development. It includes considering and approving the strategic plan for the institution and identifying the financial, physical and staffing strategies. The members of the body are dedicated eminent personalities such as educationists and Social Activists.

**Policies:** College has well defined policies related with different running programs. Our college has autonomy for policy making but it should abide by the rules of management governing council. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Different committees and cells are constituted for quality administration, like Academic, Cultural, Examination, Finance and Development, Research, Women Empowerment, IQAC, Extension Activities etc. which make their policy by periodic meetings with principal.

The Academic Committee reviews the academic and administrative functioning of the college. The Finance Committee/ Budget Committee approves proposals for the development of infrastructure and, activities, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the P.S.G.V.P.Mandal, Shahada.

**Administrative Set up:** Institute has a well- defined organizational structure. Our management reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the college. e-governance of college is the best example of transparent administration, as each action related with the college is uploaded on the portal like student record, finance etc. The Principal is

responsible for the college functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the college. Staff members have been designated as Co-ordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

**Service Rules:** All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Programme etc.

**Appointment:** As the college is Private institute, strictly follows the rules and regulations laid down UGC, NCTE, State Government, affiliating university and Governing body for the selection of teaching and non- teaching staff. After permission from the University the advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, KBCNMU, Jalgaon. On emergency basis, temporary selection of staff member can be done as per the rules and regulations of P.S.G.V.P.Mandal, Shahada.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

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

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<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:**

The institution has constituted various committees for successful and productive functioning of college activities. These well- defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees, **Cultural Committee, IQAC, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee** etc. The **Cultural Committee** of the college holds various meetings of Teaching and Non- teaching staff for organising several programmes. The college **celebrates the Days of National and Internal importance** as well as community-oriented programmes. The committee was constituted under the guidance of the Principal at the institutional level to chalk out and execute the programmes. The **Examination Committee** strictly follow the direction/ decision taken by IQAC.

The resolution of conducting annual sports in the meeting of **sports committee** with IQAC is also organised.

A series of meetings of teaching and non- teaching staff was convened and it resolved outline of the programmes to be organised in the academic year.

The curriculum development and revision done by affiliating university; it is a multi-step process. The operations are carried out through regular meetings. The meetings are minuted in detail in the specific minutes book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan. The approved copy of syllabus is uploaded on institutional website.

During teaching- learning sessions, lectures make extensive notes of changes that are obvious as a result of classroom transactions driven by student experiences that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the letter is written to the affiliating university and necessary action is taken by the university.

On the basis of several meetings various programs were successfully implemented.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### **Response:**

The management has a humanitarian out look towards its teaching and non teaching staff. It initiates several welfare measures to maintain high motivation level amongst employees. The college gives academic freedom to all its staff members. The college has well furnished staff room, drinking water facility and separate cupboard.

Our institute offers the following welfare scheme for all employees.

1. 12 days of casual leave are provided to teaching and nonteaching staff.
2. Duty leaves of maximum 25 days to the teaching staff are provided to attend various orientation refresher courses for training program.
3. Our institute also provide the 10 days medical leave.
4. 30 days Earn leave also provide for non teaching staff.
5. Leave given to the teaching staff to participate and present papers for participation in conformance, seminar and workshop.
6. EPF provident fund also provide for teaching and nonteaching staff.
7. Annual increment for all staff – teaching and non teaching is given.
8. Loans are provided for the required employees through a private organization “Vishwakarma Patpedhi”.
9. The college has well- furnished staffroom, drinking water facility, computer with printer facility etc.
10. The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
11. Cordial and employer friendly environment is created to give job satisfaction to the employees.



File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 61.54

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	8	4

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** 11.54

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

**For Teaching staff:**

From the academic year 2019-20, the institute has started the performance-based appraisal system for

teaching staff. Teaching staff performance appraisal is based on the determination of the performance index of every faculty. The assessment of the performance index involves various parameters like Teaching-learning (the academic performance of students in the subject taught by a teacher, modes of teaching used by teacher), Participation in co-curricular/ extension activities (field visits, organization of guest lecture/seminar, additional academic responsibilities, etc.), Research contribution (publications/projects and seminar/workshop/conference/FDP attended by teacher), the contribution of the teacher as Guardian Faculty Mentor and contribution to the development of department and Institution.

The Principal of the institute asks to teaching faculty to fill the performance appraisal form and attach the supporting documents with reference to various activities carried out in the academic year. The assessment is carried out by the principal and a performance appraisal report is submitted to the management. The appraisal form consists of the various grades from outstanding. Excellent, Very Good, satisfactory and non-satisfactory if staff unsatisfied for the grade given by the Principal he can appeal for re-evaluation.

**Non-Teaching Staff:**

The performance appraisal system for Non-Teaching staff is channelized through confidential report. Every member has to fill this form and hand it over to Registrar of the college. The Registrar forwards it to the Principal for the final remark.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization**

**6.4.1**

**Institution conducts internal or/and external financial audit regularly**

**Response:**

The institution has a mechanism for internal and external audit to ensure financial compliance. The institutional accounts are regularly audited. The observation of the auditors if any are immediately corrected/ rectified.

**Internal Audit:** The internal audit is an ongoing continuous process. Internal Financial committee is

appointed and a team of staff make a thorough quarterly check and verification of all payments, receipts & journal vouchers, cash books, ledger account review that are carried out in each Financial Year on an yearly basis system.

**External Audit:** The External Auditor appointed by the Mandal performs audit of the financial statements of the college. The financial records are audited by qualified Chartered Accounts Ms. P. D. Dalal & Company at the end of each Financial Year and Income & Expenditures, Balance Sheet and prepared notes to accounts are certified. Statutory Financial Audit of institute is conducted in the month of April/ May. After finalization the audited statement is duly signed by Principal and Chartered Accountant. All accounting systems are accrual based, computerised and maintained on software.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

#### 6.4.3

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

**Response:**

**Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada** follows a strategy for mobilizing resources and ensuring transparency in the financial management of the institute. Mobilization of funds in the institute is through several ways. As the **college is self-financing institute**, the main source of income is tuition fees incurred by students.

The parent institution helps us to mobilize more and more funds to create a well – furnished and healthy campus for the students. The IQAC Committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources.

**Optimal Utilization of Funds:** The college keeps its infrastructure updates from time to time. It has prepared its policies for effective implementation and optimal utilization of resources. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill- based courses. Each and every single rupee received, is spent using proper channels, such as discussion with consent of committees and cheque or online payment system.

**Institutional Budget:** Every year Annual Budget is prepared well in advance as per the needs and requirements of the college. The Governing Body and the Finance Committee have mandated the College with certain financial parameters for operations: Optimum utilization of assets i.e. land, buildings, equipment, furniture etc. Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation.

**Strategies for Optimal Utilization of Funds:**

In allocation and utilization of budget the head of the institution discusses with the faculty and the finance committee takes needful action. Purchase of necessary equipment, books, upgrading of infrastructure is done before the commencement of each batch. The quotations are invited for purchase of the same. After receipt of quotations, comparative statements are prepared. Comparative statements are approved by CDC through Hon. Coordinator for final approval. Hon. Coordinator after review will give final approval.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

Poojya Sane Guruji Vidya Prasark Mandals College of Education, Shahada Dist Nandurbar aims at empowering students and being a teacher training institute, its objective is to provide the best possible opportunities to student teachers for their holistic development to serve society after completion of the course.

IQAC has promoted quality in the institution at various levels for better academic administrative support functioning. College has created various class wise whatsapp group, the academic plan and timetable. Schedule of various activities, instructions, lesson planning, internship planning etc. Google forms are used to collect the data from student teachers. Such as online feedback form. The student teacher is also sharing photographs of various college program on whatsapp.

The quality strategies and processes used are:

1. To provide training on the use of ICT in teaching and learning.
2. To intensify feedback collection, analysis, and review
3. To improve continuously in the admission process, student diversity, teachers' quality, teaching learning process, and learning outcome.
4. Outcome-based education is initiated by IQAC
5. School and institution collaboration is to promote interaction.
6. Uses of ICT tools for better teaching learning process.
7. Encourage student council activities including sports and cultural.
8. Continuously practice decentralized and Participative governance with faculty performance evaluation through self-appraisal forms.
9. To express strong concern for environmental activities including plastic ban, waste management, and Energy Saving.
10. Value added course was conducted for the student.
11. Environmental activities were conducted – green and clean campus programme were initiated in the College.

The IQAC implemented an effective student mentoring system in the institution. The students are mentor by faculty members on aspects related to academics, profession, carrier and all round development of student.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

**6.5.2**

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

**Response:**

The IQAC of the college has always being concerned to adopt practices, which will provide quality education to the students through an effective and meaningful teaching learning process. Keeping the vision and mission of the college in mind the IQAC plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the college.

The continuously review the teaching-learning process regularly.

1. At the beginning of the year the subject teacher discuss with the students problems face by the student and solutions.
2. The principle convenes with various department teacher and IQAC coordinator to discuss issues related to the department and suggest solutions.
3. The principal calls a staff meeting and discusses the problems.
4. Regarding the outcome from such review considerable improvements can be seen in the teaching learning aspects.
5. Collecting feedback forms form stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms.
6. Infrastructure facilities are revamped for better teaching learning.
7. Specific student seminar on current issues and development on NEP 2020 are organized.
8. Student teacher are trained to critically analyse curriculum, syllabi, text books and question paper scientifically in the methodology paper.
9. Projects are complemented with assignment, seminar, group discussion, action research, teacher competencies etc.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	4	5

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
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:** B. Any 3 of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<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:**

One of the main functions of the IQAC is to review the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals to assure the quality of functioning in the Institution. The IQAC at Poojya Sane Guruji Vidya Prasarak Mandals College of Education Shahada is committed to a learner-centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, Learning activities are improvised, and modified after taking the review, and suggestions are implemented as per the needs.

The IQAC has designed graduate attributes like academic excellence, communication skills, personality development, leadership, and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching-learning process and suggests gradual and regular expansion, up-gradation, and addition of the requisite material, equipment, infrastructure, etc.

This process is prominently evident through the following examples:

**Introduction of Value Added Course:**

As per the need of time we introduce value added course to the students. The students were weak in the ICT skills which was improved by introducing the Value added course with the name of "Basic Course of Computer Knowledge" in the year 2022-23. In the First attempt 15 students were registered and completed the course. The vibrant improvement in computer skill was observed.

**Strengthening the mentor Mentee Mechanism:**

It starts with **setting clear and measurable goals for both mentors and mentees, tailored to their professional development objectives**. Regular feedback, through surveys and personal check-ins, is essential for evaluating the effectiveness of the mentorship and pinpointing improvement areas.

**MoUs with reputed schools :**

Poojya Sane Guruji Vidya Prasarak Mandals College of Education, Shahada Dist- Nandurbar established a number of MOUs with schools on the suggestion of IQAC to assure the quality of Education. The Institute constantly worked on establishing the MoUs.

Poojya Sane Guruji Vidya Prasarak Mandals College of Education, Shahada Dist- Nandurbar signed the Memorandum of Understanding with the following Schools:

1. Kasturba Gandhi Balika Vidyalaya, Untawad Tal Shahada Dist Nandurbar
2. Shri Satpuda Madhyamik Vidyalaya, Lonkheda Tal Shahada Dist Nandurbar
3. Madhyamik Vidyalaya Vidyavihar, Mohide Th. Tal Shahada Dist Nandurbar

IQAC worked on the constitution of various committee

**Admission Committee-** This committee works around the year as the queries are met for admissions at all times

**Library Committee-** It Looks after the library records, new books required, and students' usage of the library.

Various committees are work successfully for the teaching learning process, curricular and extra-curricular activities, outreach activities.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

Our institute has a lush green campus surrounded by green trees. We have adopted energy efficient lighting system by using LED lamp. There are big class rooms with natural skylight, wide windows open passage in the middle. This design of the building maximize the use of fresh air and natural light. Natural sunlight will create a positive and relax learning environment. We use electric fans instead of cooler and air condition. Thus total energy demand form operation is reduced. Practices like timely switching of the light, projectors, computers, fan after use reduce consumption of electricity.

Right from the time the student join the college, they are trained to conserve energy by switching of the light and fans in the classrooms when they leave after the class.

Rain water is harvested to prevent water wastage. The College campus environmentally friendly with huge trees spread out across the beautiful garden. These help in maintaining pollution free environment.

The campus is clean regularly and students are also involved in cleaning during the annual holidays.

The College has adopted green campus system for environmental conservation and sustainability there are three main pillars.

- 1.Zero environmental footprint
- 2.Positive impact on occupant health and performance.
- 3.Environmental literacy.

Initiatives implemented by Poojya Sane Guruji Vidya Prasarak Mandals College of Education –

- 1.Increasing LED lighting.
- 2.Rain water harvesting
- 3.Use of plastic banned in college campus.
- 4.Smoking free campus.
- 5.Litter free campus.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.2

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

##### **Response:**

Institute has a stated policy and procedure for implementation of waste management.

Institute has stated policy and procedure for implementation of waste management. For this procedure our institute prepares vermi composting through our compost pit available in the institute.

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

##### **Solid waste management:**

The College has ensured to keep a minimum of one dry and one wet dustbin in every office, classroom, seminar hall, library, porch, and other places. The classrooms are cleaned on an everyday basis and waste material is deposited in the dustbin. The waste is collected from time to time.

##### **Liquid waste management:**

The liquid waste released from the college reaches the sewage. The college has a proper drainage system for disposing of the wastewater. The college does not release or produce any hazardous waste material which can cause harm to the health and safety of humans or animals or to the environment as a whole.

File Description	Document
Documentary evidence in support of the claim	<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
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<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:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<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:**

The institution is committed to maintaining cleanliness, sanitation, and green cover, and providing a pollution-free healthy environment in the area. The institution keeps clean, and green and provides a

pollution-free and healthy environment. The students took the initiative to clean the campus and keep green it. There is Swachhata Abhiyan, a tree plantation drive that was organized to maintain the cleanliness and green cover on the campus. Staff members have been engaged to maintain hygiene standards. Eco friendly cleaning material used like cotton dusters and bamboo brooms are used for cleaning. Several varieties of trees plants etc have been planted and continuously maintained. These helps in keeping fresh as well as healthy and pleasing appearance.

Cleanliness- The college is supported an efficient contingency staff working towards keeping the campus clean time to time.

Sanitization – Institution ensures uninterrupted water supply in all washrooms the washroom are clean regularly all required toiletries are made available and replenished from time to time.

Green cover and pollution free environment- Since College located at the bank of Gomati river all the campus is green cover, clean and pollution environment. The College is surrounded by beautifully landscape garden.

File Description	Document
Documents and/or photographs in support of the claim	<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:** A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 7.1.8

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

**Response:**

**A Pioneer in the field of Socio-Economic and Educational transformation of North-West Maharashtra through the Co-operative Movement Poojya Sane Guruji Vidya Prasarak Mandal's College of Education was established in the year 1986 by Honorable Shikshan Maharshi, freedom fighter Shri. Annasaheb P. K. Patil with the objective to trained, motivate the budding teachers. The college has a progressive management team led by Shri. Bapusaheb Dipakbhai Patil, President, PSGVPM, Shahada. Our institute is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.**

Our institution encourages staff to be a part of community and becoming a part of these groups can contribute to their personal and career. We use social media for some good work and to solve some problems. In our institute student come from tribal areas so we give them benefit from learning in a diverse environment. Our principal is related to Jaints Clubs she is a federation officer so her contribution for community is observed. Our College is situated on the bank of Gomai river. Its apart from Shahada 3 km away. The sports facilities are utilized by the stakeholders, many citizen and students practices about athletics. The ground is utilized by external agencies for cultural and political

events, in our campus sister institutes like Junior and Senior Arts, Science and Commerce College, D-Pharmacy and B.Pharmacy College, Polytechnic and Engineering College, Agruculture College, ITI etc also share these facilities collectively.

**LOCATIONAL ADVANTAGES:**

1. Bus Stand (within 4 km)
2. Location of the college: The college is located 20 Km from Gujarat Boundary and 17 km from Madhya Pradesh state.
3. Sufficient Green Area in the vicinity of the college
4. Easy Accessibility to College with Connectivity via Public Transport
5. 24/7 CCTV Surveillance inside and outside the college assists the community to control any antisocial activity in the nearby area.
6. Utmost care is taken to maintain cleanliness and greenery in and around the college.

**Community practices**

- schools and sufficient resources to provide optimal exposure to students.
- Observation of classroom teaching.
- Internship in the schools to practice skills.
- Teaching practice in the schools to deliver lessons.
- Various activities under MoU's carried out with the near by institutes.

File Description	Document
Documentary evidence in support of the claim	<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:** A. All of the above



File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any 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 practice -1**

Patriotic and cultural activities during Republic Day celebration.

**Objective –**

1. A parade and procession of people is usually organized at the time of republic day celebration.
2. The students wear festive costume accompanied by march past in presence of musical bands.
3. Patriotic song sung by our students help them to develop a sense of unity and brotherhood strong enough to face different national challenges.

**Context -** Poojya Sane Guruji Vidya Prasarak Mandal's College of Education Shahada has well established system to inculcate discipline, punctuality, regularity and motivate student teacher by monitoring their activities supported by organizational structure, policies and practices.

**Practice-** Our managing body organize the competition of Common parade and cultural events like singing patriotic song on Republic Day, where our student teacher actively participate in the program.

**Evidence of success –** Parade gives the importance of discipline and create the discipline in student teacher. Patriotic song create the country spirit in student teacher.

**Problems encountered and resource required-** We encourage student teacher to take part in parade and patriotic song for their best performance and personality development.

**Notes** – Our faculties successfully implement all above practice.

### Best practice -2

#### Cleaning awareness among the students.

#### Objectives:

- To promote cleaning awareness and provide basic sanitisation facilities like classroom, washroom, waste disposal system and clean drinking water to every person.
- Create Healthy and Beautiful environment.

#### The Context:

The goals of cleanness are health, beautify, absence of offensive odour and to avoid the spreading of dirt and contaminants to oneself and others.

#### The Practice:

Every Saturday the College organize the programme of campus cleaning. On this day all staff along with the students cleans the campus. The programme is constantly generating the awareness of cleanness

**Evidence of Success:** Cleanness gives a fresh and good look to our surroundings, rise to a good character by keeping body, mind and soul clean and peaceful.

**Problems Encountered and resource required:** We motivate the student teacher for importance of cleanness healthy and hygienic surrounding for that Shramdan activities are done.

**Notes** – This responsibility means you need to demonstrate a high level of accountability in all aspects of your work and task.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any 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:**

Humble beginnings lead to great outcomes', has been implemented in the truest sense in PSGVPM's Group of Institutions right from 1970 when the seed was sown with mere 180 students to date when the tree has flourished into 5000 growing buds. The institution has left no stone unturned to fulfill this noble motive. The ambience, floral density, its diversity, infrastructure and other essential amenities have contributed to the sustenance of the Excellence of the Institution in all fields. The College has been providing liberal opportunities to every branch of this tree for an ethical and moral value-based progress. In accordance with the NEP 2020 objectives, the College is committed to enhance the quality of every aspect of education, research, governance and leadership. This is materialized with the collaborative and interactive work culture in the college. Quality standards of UGC are strictly adhered in appointing faculty members and Career Advancement Scheme is followed in promotion with the committee constituted as per Directorate of Collegiate Education. "Shri. Dipak Purushottam Patil has been managing the educational institutions, industries, temples etc for more than a decade giving preference to socially and economically deprived community."

## **Two Words Project**

In order to develop trainee students' knowledge and their explanation skill, "Two Words Project" has been taken by the institution since the last 10 years. Through this project students are encouraged to present their opinions. They are encouraged to develop communication skill, to make them able to present their thoughts effectively. The need and importance of body language is specially made them known through this project.

## **Project's Procedure**

Every trainee teacher is given a subject to express in the very beginning of the academic year. Subjects from the educational, social, cultural background are selected after discussion with the faculty member. Lottery method is used to distribute the subject.

The trainee teacher has to collect adequate information from library, Internet, magazine, newspapers and he/she has to present the topic within 5 minutes before the entire trainee teachers. Everyday at the end of third period, a student has to present his topic before his/her classmates. The trainee teacher use sometimes-teaching aid.

## **Objectives of the project:-**

1. To develop communication skill of the trainee students,
2. To develop their general knowledge,
3. To develop their explanation skill,
4. To develop their confidence and personality.

This project is completed within 100 days. The handwritten papers are collected and published at the time of fare well programme by the chief guest.

## **Outcomes of the project:-**

1. trainee students' communication skill is developed,
2. they are known to various subjects,
3. they get the chance to observe presentation styles of their classmates,
4. they come to know plus and minus points of their presentation,
5. they get change to practice in the real atmosphere, they get encouragement to develop their creativity.

The college intents for holistic development of the student. Thereby the objective are to chisel students into fine and responsible uncruupted citizens, imbued with virtues like universal brotherhood, forbearance, trained "to strive, to seek, to find and never to yield".

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Poojya Sane Guruji Vidya Prasarak Mandal's College of Education, Shahada is one of the top-performing college under Kavayatri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The college continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Efforts have been made to meet the needs of students.

The college also collects online feedback from students regarding teaching learning process and takes appropriate action based on it.

### **Concluding Remarks :**

Poojya Sane Guruji Vidya Prasarak Mandal's College of Education , Shahada is run by the parent organization Poojya Sane Guruji Vidya Prasarak Mandal, Shahada which was dreamt by Late Shri Annasaheb P. K. Patil and now it is led by Shri Bapusaheb Dipak Purushottam Patil. Our management Team has the vision to disseminate value-based education and uplift the vocational skills of rural masses for their holistic development. The most striking feature of the college is the fulfillment of the founders vision of loyalty, dedication, and hard work to realize the mission of moulding, chiseling and decorating the overall character of the youth.

By fulfilling our Vision and Mission, our college has been on the right path to improve the quality of education since its inception by leveraging small and collective efforts. For that purpose our college was the first among the college in Nandurbar District to be accredited by NAAC in 2008. It was more about identifying our weaknesses and finding ways to overcome them as possible based on their port of the NAAC peer team rather than getting a good gradation. The college is moving towards the future with the determination to provide quality education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<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><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>42</td> <td>34</td> <td>28</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>21</td> <td>19</td> <td>22</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category</p>	2022-23	2021-22	2020-21	2019-20	2018-19	35	42	34	28	29	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	21	19	22
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	42	34	28	29																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	21	19	22																	
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p><b>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29775</td> <td>15790</td> <td>20467</td> <td>34878</td> <td>49960</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.22</td> <td>0.11</td> <td>0.13</td> <td>0.12</td> <td>0.25</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per audit report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	29775	15790	20467	34878	49960	2022-23	2021-22	2020-21	2019-20	2018-19	0.22	0.11	0.13	0.12	0.25
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
0.22	0.11	0.13	0.12	0.25																	
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-Shodh Sindhu</li> <li>3. Shodhganga</li> </ol>																				

- 4. e-books
- 5. Databases

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

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received any receipts related to subscription of e- resources

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48489	17235	27915	23295	5992

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.48	0.17	0.27	0.23	0.05

Remark : DVV has converted value into lakhs

4.2.6 **Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has sleeted none of above as we have not received any appropriate supportings

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
780984	403187	229969	317792	266428

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0.03	0.01	0.08	0.11

Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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

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

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

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has made changes as per supporting document shared by HEI and none of above option has been selected as we have not received proper document for the same

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	4	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	3	3

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as events under closure date has been counted as one

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



	<ol style="list-style-type: none"> <li>1. <b>Motivating the freshly enrolled students</b></li> <li>2. <b>Involvement in the in-house curriculum development</b></li> <li>3. <b>Organization of various activities other than class room activities</b></li> <li>4. <b>Support to curriculum delivery</b></li> <li>5. <b>Student mentoring</b></li> <li>6. <b>Financial contribution</b></li> <li>7. <b>Placement advice and support</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 or 3 of the above          Answer After DVV Verification: E. None of the above          Remark : DVV has made changes as per supporting document shared by HEI and none of above option has been selected as we have not received appropriate supportings</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li>1. <b>Segregation of waste</b></li> <li>2. <b>E-waste management</b></li> <li>3. <b>Vermi-compost</b></li> <li>4. <b>Bio gas plants</b></li> <li>5. <b>Sewage Treatment Plant</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has made necessary changes as per supporting document shared by HEI and 1 of above option has been selected as we have received document related to E-waste management</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li>1. <b>Rain water harvesting</b></li> <li>2. <b>Waste water recycling</b></li> <li>3. <b>Reservoirs/tanks/ bore wells</b></li> <li>4. <b>Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has made changes as per supportings document shared by HEI and 1 of above option has been selected as we have received supportings of Rain water Harvesting</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>50</td> <td>51</td> <td>50</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>45</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	51	50	51	50	45	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	45
2022-23	2021-22	2020-21	2019-20	2018-19																	
51	50	51	50	45																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	45																	
1.5	<p><b>Number of graduating students year-wise during last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>50</td> <td>51</td> <td>41</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>50</td> <td>50</td> <td>41</td> <td>35</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	44	50	51	41	35	2022-23	2021-22	2020-21	2019-20	2018-19	44	50	50	41	35
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	50	51	41	35																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	50	50	41	35																	
2.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4836631</td> <td>5029416</td> <td>3206603</td> <td>6832983</td> <td>6413854</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48.37</td> <td>50.29</td> <td>32.07</td> <td>68.33</td> <td>64.14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	4836631	5029416	3206603	6832983	6413854	2022-23	2021-22	2020-21	2019-20	2018-19	48.37	50.29	32.07	68.33	64.14
2022-23	2021-22	2020-21	2019-20	2018-19																	
4836631	5029416	3206603	6832983	6413854																	
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48.37	50.29	32.07	68.33	64.14																	