



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SANE GURUJI VIDYA PRABODHINI COMPREHENSIVE
COLLEGE OF EDUCATION RUN BY JANTA SHIKSHAN
MANDAL'S KHIRODA .**

SANE GURUJI VIDYA PRABODHINI COMPREHENSIVE COLLEGE OF
EDUCATION KHIRODA TAL. RAVER DIST. JALGAON PIN. 425504
425504
www.sgvpcok.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nestled in the vicinity of Satpuda Region, Khiroda is a miracle indeed of the post-independent India. It is a unique rural township in North Maharashtra that has its genesis in the idea of rural rejuvenation through education. Veteran Freedom Fighter Dhanaji Nana alias Dadasaheb Chaudhari, the Founder of our Parent body was inspired by the clarion call of Mahatma Gandhi, so he abandoned his government service and plunged into the struggle for Independence in 1930. He established a Swaraj Ashram at his native place Khiroda situated at the foot hills of Satpuda Ranges.

Gandhiji's idea of rejuvenation of the nation through rural reconstruction became the vision of the Founder of Janata Shikshan Mandal Khiroda, Dadasaheb Dhanaji Nana Chaudhari and his colleague Bhausahab Bonde, it inspired them to take up an arduous responsibility of developing an educational township and they **established Janata Shikshan Mandal Khiroda in 1938. So JSM is the birthchild of Indian Independence Movement.** The system of teaching- learning was based on, **"Nayi Talim"**. The Motto of our Sanstha is, **"Duritanche Timir Jao (May the Evil Go Away)"** we work for the upliftment of rural and tribal area. Our former President Hon'ble Shri. Madhukarrao Chaudhari was the Education Minister from 1963 to 1972 and published a **"White Paper on Education"** in April 1968 in Legislative Assembly of Maharashtra State. According to him, **"No any education system of any country is more vibrant than its teachers"**, it turned into reality in 1970. Thus, was established the **Sane Guruji Vidya Prabodhini Comprehensive College of Education, Khiroda!**

Our President Hon. Shirish. M. Chaudhari is committed to the thinking of founders.

The college offers a fulltime, regular course called B.Ed General exclusively through Marathi as the medium of instruction.

The college is affiliated to KBCNMU, Jalgaon on a **permanent basis** and Government Aided College with **2 (f) & 12 (B) status** from the **UGC**. It has recognised Research Centre. Five faculty members are recognized as Ph. D. Guide by KBCNMU. Prof. Dr. S. T. Bhukan is Acting DEAN of Faculty of Interdisciplinary Studies of KBCNMU. The principal is also the Ex Dean and Member of Board of Studies of the affiliating university.

Vision

"Enlightening the masses through Education."

Every Society is constructed on a foundation of demographic assumptions. Vision of our Founders of the society was focussed on what the world would look like after they had attempted to change it through their effective leadership in educating the future generations for a better living. They had the art of seeing what was invisible. The Vision of the college is, **"Enlightening the masses through Education."** The Philosophy of the college is made known to the various stakeholders. 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. In tune with the vision of the college, we facilitate for opportunities to be taken, to be committed

citizens, while focussing on the mission to be sensitive in all their endeavours undertaken. Our institution always strives with a vision in preparing the future generation as to be open, responsive teachers who are capable of to create a “New Humanism”, the vision of a holistic and liberal education.

Mission

In tune with the vision of the college, we facilitate through curriculum academic excellence with adequate skills and opportunities for the development of reflective, committed teachers who can be facilitators to the coming generations. College moves forward with a mission to provide best educational services to young aspirants from the village area to be intellectually competent and emotionally balanced personalities. The aim of the institution is to provide quality education in pedagogical practices to achieve the charism pedagogy of the Heart. Students’ positive attitudes are internalized towards social issues, environmental concerns, emerging global and local challenges. We train intellectually well- developed teachers focussing on the mission of this college. We believe in decentralization of the work. So quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. Our Mission is-

To evolve and organize training programs for preparing teachers so as-

- They dedicate to the cause of Nation building through all-round development of the younger generation.
- They develop unflinching faith in Education as instrument of individual and social change.
- They develop motherly attitude in their behaviour towards their students.
- They concern for basic human values.
- They deeply engross in the attainment of Wisdom.
- They believe in the harmony of knowledge; scientific temper ethical values should go hand in hand.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed Supportive management with a vision and mission
- Dedicated leadership of the Principal
- High Moral is maintained
- Well qualified and dedicated faculty members
- Transparency and accountability in governance
- Decentralised Administration
- Traversed 53 years with perseverance and determination
- Diversified Curriculum
- Adequate learning resources and expanding infrastructural augmentation.
- Effective public relations with Government Officials, Parent University, Practice teaching Schools, Parents and Stakeholders.

- Exposure to various Boards of School Education
- Cultural inputs to discover innate talents
- Faculty and students are encouraged to take up self- learning courses for the enhancement of professional competence.
- Pollution- free and plastic- free green ambiance
- Spacious classrooms with LCD Projector and Internet connectivity
- Digital library with INFLIBNET facility
- Well- equipped laboratory and ICT centre with internet connectivity
- 24x7 free Wi-Fi connectivity
- Celebration of various communal functions
- Purified drinking water facility and hygienic restroom.
- The day initiated with prayer and thought- provoking speech and news reading.
- Choice Based Credit System
- Mental and spiritual well- being of students without any discrimination of caste, culture and creed is promoted.
- Guidance for competitive examinations, career counselling, soft skill development and remedial teaching are provided.
- Alumni Association is the backbone of the college.
- Conducts Talent Hunt through “Two Word Series”.
- Organises numerous outreach and extension activities.
- Adopts Mentoring system to develop students all round personality and bestows counselling.
- Extends MOUs and Linkage with various Schools, Colleges and Agriculture Centre.
- Focuses on the students’ excellence in sports and cultural activities.
- Encourages faculty members through incentives to publish articles.
- In house workshops/ seminars are organised for academic development.
- Neat, clean and safe college campus
- Strategic action for NEP 2020 is in progress.

Institutional Weakness

- As per the State government notification, there was a ban on recruitment of aided and regular staff.
- No maintenance grant is sanctioned which adversely affects the functioning of the college.
- Delayed sanction of Scholarship adversely affects the students and the college.
- Industrial collaboration is to be strengthened.
- The General Development Grant was used to the optimum level for the development of infrastructural facilities, teaching learning inputs, organising seminars, workshops which was not sanctioned from the year 2017 onward.
- Lack of revenue generation from the government sector.
- Mismatch between research expectation and financial support.
- Fully automated library is yet to be materialised.
- Due to centralised admission process, classes commence late that losses the working days. But this lost is compensated by taking extra classes during vacations.
- Since the college is an affiliated college, it lacks autonomy in framing the curriculum.

Institutional Opportunity

- Management support
- Geographical advantage
- Teacher Education Programmes at different levels
- Provision for building expansion
- Moving away from single stream college of B. Ed to Multidisciplinary institution.
- Online Degree Programmes.
- Create awareness among student teachers and stakeholders to contribute and participate in the environmental protection
- To convince funds and its relevance to the Alumni
- Design Orientation and Refresher Programmes for career advancements
- Promote Indian Culture through EPC
- Participating in Academic Bank of Credits
- Organise Capacity Building Programmes for in- service teachers, parents and local people.
- Developing On-line Courses to be included in SWAYAM Portal
- Offering a short -term course on Early Childhood Care and Education (ECCE)
- Upskilling in new technologies and resources
- Academic Collaboration
- Online Repository of Resources
- Strive to obtain the autonomous status in coming years to have more freedom with regard to make teaching- learning process more worthy to students, teachers and community.

Institutional Challenge

- Setting up a new environment for multi-disciplinary/ 4 Year ITEP with Strategic Action Plan.
- Student Mobility
- Multiple Entry and exit
- Planning a multi-disciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based Vocational Courses.
- High quality teacher training to combat with emerging global standards
- Attitude of the entrant towards teaching profession
- Life Skill based conceptual teaching
- Module teaching skills for inclusive classrooms
- Module enrichment programme for gifted children
- Short term courses on occupational readiness and capacity building
- Strengthening in-house research publications
- Generating funds from Alumni and Corporate Social Responsibility (CSR)
- Re- structuring Credit System based on NEP 2020.
- Organising programmes on Continuous Professional Development (CDP)
- Promotion of Arts and Culture

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college being affiliated to **Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon** strictly follows the **Curriculum prescribed** by it. The **Curriculum Planning Committee** of our college plan

in cooperation with committee members and IQAC, in executing the curriculum. Every year at the beginning of the academic, the **Curriculum Committee decides the curricular activities in order to develop the overall personality of the students.** The **Strategic Plans** of the college with respect to **Academic flexibility and curriculum enrichment** have made an academic destination of both students and teachers of the State.

- The IQAC reviews the curriculum through a Well- Documented Procedure that involves **Strategic Plan, Academic Calendar, College Hand Book/ Prospectus, Feedback System.** Suggestions and comments are invited from the faculty and discussed during meetings.
- The collective opinion on the curriculum is communicated to the University through the faculty who are the members of **Board of Studies and Faculty of Education.** From time- to- time **workshops, seminars and conferences** are organized by the college with respect to review of curriculum.
- The college is offering **two-year B. Ed programme.** The students have **open choice to choose optional/ elective courses including pedagogy** offered by the college. The programme has well spelt out **PLOs and CLOs** which are displayed on the website.
- College also provides platform for **Skill Development** by introducing new **Certificate Courses and Value Oriented Courses.** These courses develop employability skills, professional skills, technical skills personality of the students.
- College provides **ample opportunities** to students to acquire and apply the **Knowledge, skills, values and attitudes** to real life situations through participation in different **activities and competitions** related to various learning areas.
- **During internship programme** the interns not just teach in schools but they become a part of the total system by participating in different **co-curricular activities like morning assemblies, celebration of important days, school function** etc.
- Interns are also motivated to **identify weak students** and **organize remedial teaching** for them. Thus, teaching practice is a skill improvement as well as skill development process.
- Students are given **opportunities to develop their personality.**
- **Peer Guidance and Peer tutoring helps the students to work in collaboration.**

Teaching-learning and Evaluation

- The entire admission process is transparent and systematic as per the rules of **NCTE, Government of Maharashtra** and **Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.** All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and **reservations** are also taken care of during the admission by the institution.
- Students' **induction programme** was given at the beginning of the year.
- Students get the **opportunity to select their elective courses.** In order to develop the overall personality, **Value added courses, online courses, self- study courses and workshops** are conducted.
- To retain the students with **diverse backgrounds** the institution provides the facilities like **content test, bilingual approach by teachers, no gender discrimination** in any aspect etc. The faculty members identify, reflect and engage with **diverse learners** by providing appropriate learning environment that helps to maintain an effective **mentoring relationship.**
- The Faculty uses various **student- centric pedagogical methods, experiential learning, problem-**

solving methodologies, role- playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various **ICT Resources** in providing variety of learning experiences.

- Various activities are conducted to **gain lifetime experiences** during their internship.
- College endeavours to **professionally enrich** their staff members by providing them chance to be a part of various **Refresher Courses, Induction Training Programmes, Workshops, Seminars and Symposiums**. Faculty members are encouraged to use the latest technologies to keep themselves updated about the latest trends in their subject.
- The **evaluation system** is both **scientific and objective**. It is both **Formative and Summative in nature**.
- To **achieve stated PLOs and CLOs, Continuous Internal Assessment** and suitable **pedagogical approaches** are utilized.
- College holds **full transparency** in dissemination of basic details of each and every enrolled student which further helps in **boosting enrolment** and upgrading the quality of higher education.
- A **Bridge Course** was arranged for **the late bloomers**. The **advanced learners are motivated** to get mastery the content by utilizing the institutions' resources to foster themselves for secure university rank.

Infrastructure and Learning Resources

The college campus is **spread over 37 acres of land**, is equipped with modern and functional workspaces and create an excellent ambience and atmosphere for teaching- learning.

- The academic blocks of all the departments are equipped with advanced infrastructure facilities over a **built- up area of 3291.99 Sq. M.** allocated exclusively for instruction functioning.
- **Classrooms Facilities:** All 10 classrooms, one Auditorium and one Seminar Hall are spacious and well ventilated, fitted with a sufficient number of lights, fan, boards and other requirements, with adequate seating capacity, which are used to organize **Workshops, Seminars, Conferences and Cultural Activities**. The **ICT Facilities like LCD Projector, Mic system, Wi-Fi facility** is available.
- **Curricular Laboratory** is designed as **multipurpose classroom** where Psychology, Science, Social Science Curricular activities and practical go hand in hand.
- **Computer Lab** is well- furnished with a server and **14 computers with LAN and Wi-Fi** facilities.
- **Resource Centre:** There are four Resource Centres (Art and Craft Resource Centre, ICT resource Centre, Music Resource Centre, Health and Physical Education Resource Centre) with adequate equipment and material in the college.
- **Library:** The library seating capacity is about 50 with separate library cum- Reading room for students with Printer. **N-LIST provides access to more than 6293 e-journals and more than 195809 e-books.**
- **Cultural and Sports Facilities:** The College has well established **Health & Physical Education Resource Centre**, which caters to the diverse needs of the students in Sports. It provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students as well as provides Shot put, Carom board, Chess, Volleyball etc.
- The college has **well maintained playgrounds**.
- **Fitness Centre:** There is an outdoor open gymnasium in the college campus, which is utilized by the students as well as staff. It has **Fitness Bicycle, Twister, Bull Walker** etc.
- **Yoga activities** are conducted regularly in college ground and terrace.
- **Other Facilities:** Washroom for male and female, Canteen, Common Room for Boys and for Girls, Sick Room, Medical/ First Aid Room, Hostel for Girls and Boys, safe drinking water, Guest House,

Spacious Parking, CCTV Surveillance, 24x7 internet and Wi-Fi.

Student Support and Progression

The institution serves as a catalyst for the individual's discovery of their inner teachers rather than just being a place. To foster the development of **cognitive, interpersonal, intra-personal, technical and employability skills**, the learning experiences are integrated. The technological resources prepare the students to become tech-savvy educators who can provide blended learning opportunities in their employment.

- The institution organizes various **career-oriented programmes** and **personal counselling sessions** which instil much needed confidence in students' and give impetus to the performance not only in academic but also in other activities in the curriculum.
- The institution organizes various **skill-set and capability development programmes** to equip students to work under different working environment.
- The **grievances** related to students encompassing complaints related to **sexual- harassment, ragging, fee related, psychological complaints if any**, are addressed proactively through transparent mechanism by inviting grievances by online and offline modes.
- Specialized programmes on **students' awareness** also arranged. The main motive of these programmes is to enrich students with knowledge on subject less discussed and generally considered high on difficulty level.
- **Guidance for Competitive Examinations, Career Counselling, Soft Skill Development and Remedial Teaching** are provided which enhances the percentage of students clearing competitive examinations and also students are directed towards jobs, well suited based on their qualification and aptitude.
- The **Student Council is an important cog** in the wheel of institution, responsible for organising various **cultural and sports events (Youth Festival, Sport Day)**.
- **Placement Cell** acts as launch pad for students by holding skill development, career guidance programmes as well as campus drives for opening job opportunities. The average **placement in the last five years is near about 58%** whereas, **28% students opted for higher studies** and **12% students cleared NET, SLET, TET, CTET and PET for Ph.D.** In addition to campus interviews, the placement cell organises specific programmes on Personality Development, Interviewing Skills, Communication Development and Resume Writing for the students.
- The college has a highly experienced and helpful **Alumni Association** which makes whole- hearted and credible contribution academically as well as in areas of student placement, orientation programmes, curriculum development, student mentoring and many more.

Governance, Leadership and Management

- Leadership and governance of our college entails participative management by the **Governing Body, the Principal, the Teaching and Non- teaching Staff and the Students**. These stakeholders collaborate in a democratic manner in carrying out their responsibilities and in accomplishing the **Vision and Mission** of the college.
- There is a well- defined hierarchy in the college. **The Principal** is the **decision-making** authority for the college. **Coordinators** of different courses and faculty members execute the curricular aspects.

- A **Strategic Plan** for five years is prepared and **Academic Calendar** is prepared in tune with the Strategic Plan.
- The **Inclusive and Participatory Approach** promotes an environment of solidarity and mutual respect, which ensure smooth functioning, and growth of the institution. The college has various committees such as **Grievance Redressal Committee, Anti- Ragging Committee, Minority Cell, Women Empowerment Cell, Yuvati Sabha** etc.
- The college maintains **transparency in its Financial, Academic and Administrative** functions.
- On an average **07 Professional Development or Administrative programmes** are organised for teaching and non- teaching staff.
- The college believes in **democratization of activities** and information.
- **e-Governance** measures are adopted in **admission, fee collection, staff attendance, all types of correspondence** and many others. The office is increasingly becoming paperless.
- **Welfare Measures** such as health and economic have been implemented effectively for the college fraternity.
- The campus has **well- fenced** installation of **CCTV facilities** guarantees the students, teaching and non-teaching staff enough protection from any potential threats.
- The staff support system was effectively implemented intellectually and financially through **FDP, Research Support, Health insurance** and so on.
- The **IQAC** and faculty member has been instrumental in overall quality assurance in teaching- learning processes. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in **leadership, governance** and in its institutional values.
- The institutional accounts are regularly audited. The **Internal Audit** is an ongoing continuous process. For **External, Audit the External Auditor** appointed by the JSM. Qualified Chartered Accounts Ms. KGP & Associates audit the financial records.

Institutional Values and Best Practices

The institutional values and best practices are in harmony with its **Vision and Mission** with the idea of holistic development of students to give a new direction to the society.

- The institution is highly conscious and firmly determined in addressing the **environmental issues** judiciously. **Green practices and Energy Conservation Practices** are given highest priority to create **eco-friendly** rules in the campus.
- **LED lights, LCD Monitors, Energy efficient Electrical Appliances** are used to minimize its energy consumption.
- **Plastic Free Campus, Tree Plantation drive, Workshops on Best out of Waste, use of ceramic and steel utensils and promotion of print title** are some initiatives taken.
- The college strives to work towards a **zero- waste campus** resounding an **eco- friendly ecosystem of “Reduce, Recycle and Reuse”**. All wastes are **disposed of through proper waste segregation mechanism. Vermi- composting** is done to use Biodegradable Waste. **E-waste and hazardous waste** are also tackled effectively.

- Theme based **Assemblies, Seminars, Extension Lectures, Cleanliness Drives, Workshops, Competitions, Mass Pledges, Interactive Sessions and Skits** are organized to make students **Environment Savvy**.
- The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of **“Body, Mind and Soul”**. **Significant days, awareness programmes and camps on AIDS Awareness, Health Check-up and Social Evils** etc. are organised.
- It organises programmes to address the local community and societal needs. Numerous outreach activities were carried out through the **NSS Unit** of the college, which stands as another best practice. The college inspires and guides the **local community by organising programmes on gender equity, planting trees, repairing roads, distributing masks and herbal drinks and serving children**.
- There is **Code of Conduct for Faculty and Students** and they work as per the codes prescribed.
- **ICT enabled teaching** is one of the best practices of the institution. Various initiatives have been taken to improve the digital skills of the students. It follows the practice of improving the mental health and overall well- being of its students.

Our educational engagement is not only for direct beneficiaries but it is the service to society as a whole.

Research and Outreach Activities

- We aim to create a **favourable environment** for enhanced research productivity. **Research and Development Cell** has been initiated to promote the research attitude among the students and faculty members. The Cell encourages the staff members **to publish articles in International and National Journals with ISSN and UGC Care- listed journals**.
- The management of the college sanctioned some amount for conducting research and provides material support for encouraging research amongst the college faculty.
- Further the institute facilitates the **professional growth of teachers** by giving study leave.
- **Memorandum of Understanding** is executed efficiently in the institution and its number is increasing year by year successfully. The institution’s MOU has not only contracted with the education colleges; it also coordinated with **Agricultural College (Krishi Vidnyan Krndra), Schools and ICT Firms**. Through the **MOU**, diverse proceedings were conducted in the institution such as exchanging information on **Teaching- learning, Faculty and Students exchange, Placement Assistance, Field Visits, Library sharing by students, ICT Training** and so on.
- The college faculty has been enthusiastically **publishing research papers and articles in reputed journals** and so far, there are **95 Publications in UGC listed journals and 50 books and chapters in books of State and National level and Books written and edited by the college faculty**.
- Institution facilitates **access to digital library** also to **encourage faculty and students to perform various research activities**.
- The college has **linkage with other colleges, schools of repute for internship and placement of students**.
- College has its own website with a copyright for the same.
- Further institute organizes various outreach activities for community development- **Swachh Bharat Abhiyan, Road Safety Week, Health Awareness, Gram Safai, AIDS Awareness Rally, Clean and Green Campus, Health and Sanitization**, with Grampanchayat of Khiroda etc.

- **Days and Weeks** are also celebrated and **Special Morning Assemblies** are conducted in order to sensitize students towards various social issues. These includes **World Women's Day, Human Rights Day, Mother Tongue Day, Republic Day, Independence Day, Yuva Din** etc.

SGVPCCOE has strived to live its Vision, **“Enlightened the Masses through Education”**. These programs are instrumental in converting students into the responsible citizens of the country.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANE GURUJI VIDYA PRABODHINI COMPREHENSIVE COLLEGE OF EDUCATION Run by JANTA SHIKSHAN MANDAL'S KHIRODA .
Address	SANE GURUJI VIDYA PRABODHINI COMPREHENSIVE COLLEGE OF EDUCATION KHIRODA TAL. RAVAR DIST. JALGAON PIN. 425504
City	Khiroda
State	Maharashtra
Pin	425504
Website	www.sgvpcoe.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lata Subhash More	02584-9421884125	9623638241	-	sgvpcoe@gmail.co m
Professor	B. J. Mundhe	-9730586944	9730586944	-	lataurwade@gmail .com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State		University name		Document
Maharashtra		Kavayitri Bahinabai Chaudhari North Maharashtra University		View Document
Details of UGC recognition				
Under Section		Date		View Document
2f of UGC		30-04-2012		View Document
12B of UGC		30-04-2012		View Document
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	01-02-2017	89	The validity period is not mentioned in NCTE Order but as per NEP Twenty Twenty two year BEd course would be transform into ITEP in the academic year twenty thirty

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SANE GURUJI VIDYA PRABODHINI COMPREHENSIVE COLLEGE OF EDUCATION KHIRODA TAL. RAVER DIST. JALGAON PIN. 425504	Rural	37	3291.99

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Graduation with CET Qualified	Marathi	50	42

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				3			
Recruited	2	0	0	2	0	3	0	3	1	0	0	1
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	9	0	0	9
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	3	0	0	0	0	5
M.Phil.	0	0	0	0	2	0	1	0	0	3
PG	2	0	0	0	3	0	1	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	16	0	0	0	16
	Female	25	1	0	0	26
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	1	0
	Female	2	6	3	2
	Others	0	0	0	0
ST	Male	5	1	10	0
	Female	2	3	0	1
	Others	0	0	0	0
OBC	Male	6	9	5	2
	Female	16	19	16	5
	Others	0	0	0	0
General	Male	1	0	2	1
	Female	5	5	2	2
	Others	0	0	0	0
Others	Male	2	2	0	2
	Female	1	3	1	1
	Others	0	0	0	0
Total		42	51	40	16

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Delineate the Vision/ Plan of institution to transform itself into a holistic multidisciplinary institution. Actually B. Ed Course itself is a multidisciplinary course which covers Multidiscipline such as Pedagogy of Math, Physics, Botany, Biology, History, Geography, Civics, Economics, Marathi, English and Hindi. HOLISTIC VIEW ON PLAN FOR MULTIDISCIPLINARY INSTITUTION the undergraduate program giving equal weightage to the course content and Teacher Education Courses and add on Diploma/ Certificate Courses. A specialized program on research would be designed for upgradation. B. Ed Performing/ Visual Art, Pedagogical Degree/ Diploma/ Certificate Courses</p>
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	<p>would be introduced. Delineate the Institutional approach towards the integration of Humanities and Science with STEM and provide the detail of programs with combination. The institution is preparing to include the Multidisciplinary Approach in education as per the National Education Policy 2020, which makes the students gain an arsenal of skills i. e problem solving, critical thinking, time management, self- management, communication and writing, analysis and research methodologies, teamwork and much more - that are easily transferable across work environments. Keeping in view the problems faced by the students, the college is planning to set up numerous activities through various Clubs and Committees to bring a human search for connectedness. All these activities help our students to see the relevance of their learning to their lives and to generate an attitude of lifelong learning. The students have been motivated to work on multidisciplinary areas which enhance their interpersonal skills, empathy and marketability as future professionals and engages citizens. Thus, we ensure that each program achieves its goal and improves outcomes for people and communities. Disciplinary Knowledge- B. A (Liberal Art) B. Sc- Mathematics, Physics, Botany, Zoology, Technical and Vocational Skill Based Courses Short Term Certificate Courses would be introduced. For 4 years Bachelor's degree flexible curriculum with Multiple Entry and Exist will be launch soon as per the guidelines by NCTE We are committed to follow the direction of NEP regarding this.</p>
2. Academic bank of credits (ABC):	<p>The institution is ready to fulfil the requirement of the Academic Bank Credits as proposed in NEP 2020. The present structure of the B.Ed Course is divided into 2 years . The KBCNMU Jalgaon has been adopted annual pattern for B.Ed Course. In 1st Year 580 marks for theory and 420 marks for practical with 48 credits. In 2nd Year 470 marks for theory and 530 marks for practical with 42credits. The college proposes to start its integrated B. A. B. Ed: B. Sc. B.Ed or B. Com B. Ed with 96 credits for degree. ABC is essentially a credit based highly flexible and student centric facility. As ABC is permitting the students to store the information of their credits digitally, the college has self- study online courses under the guidance and support of</p>

	<p>MOOC- SWAYAM. A wide range of self- study courses are available for them to select courses and earn credits. By completing the course offered by National Schemes, the students earn credits. Our institution has been registered with ABC Process and approved by the affiliating university, KBCNMU Jalgaon. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NAPTEL etc. or of any specified by NCTE and university, shall also be considered for credit transfer and credit accumulation.</p>
3. Skill development:	<p>Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as Self- awareness, Self- Control, Empathy, Interpersonal Relationship, Conflict Management, Time Management etc. are developed. The institution provides opportunities to students to participate in various hands- on- workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Placement Cell plays a key role in developing life skills of students. Entrepreneurship training is provided to the student teachers to enhance skills and initiate their own enterprise. Value Based Education- The popular adage “Values are caught and not for taught” is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural Values. Activities such as debate, essay writing, elocution, drama, dance etc. are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practised by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/ paper bags using eco-friendly material. Spiritual lectures/ talks are conducted to raise student’s spiritual quotient. Certificate Courses like Yoga & Meditation, Guidance and Counselling, Human Rights, Soft Skill Development has been started and made mandatory to take up at least one certificate course in each of the year. Courses like Moodle, OER have been taken up on DIKSHA & SWAYAM Portals. A mandatory course in Drama and Art in Education prepared students for script writing and stage crafting.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian Knowledge system has base in Vedic Literature and the hidden curriculum of ancient Vedas are extracted and explained from Music,</p>

	<p>Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. The classical language talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. As our institute is offering the course of B. Ed General, which includes in the faculty of Interdisciplinary Studies. In the syllabus of B. Ed, the integration of Indian Knowledge System has been already incorporated. Our Medium of Instruction is Marathi, Indian Language. As the syllabus is formed as per the Indian context, the reflection of the Indian Culture is very vivid. The general paper on, “Education in Contemporary India, Gender, School and Society” reflects the Educational System of India which aims to make social change through education. It includes the Vaidic Education System, which inculcate the values of our heritage among the student teachers. Curriculum and Pedagogic Studies- Marathi, Hindi, English, History, Civics, Geography, Maths and Science is the soul of Indian culture. All these subjects aim to develop the democratic citizen of India. Indian Culture is taught and studied in the form of Environmental Education, Life Skill Education, Constitutional Values and Education System. The folk literature of India is highlighted through folklore emphasizing on attitudes, myths, mythologies, religion, custom, festivals, arts, crafts and so on, through “Cultural Studies” project. An instructional design is included in cultural studies project to explore the literary texts from: Indus Valley Civilization (2700-2600 B. C.) to Vedic Period, Epics, Puranas, Genesis, Buddhist and Jainism. Scriptures, Pali and Prakriti languages, Jataka tales. These lectures are carried in bilingual mode and artefacts, relics are translated into English, Hindi and other vernacular language as per need.</p>
5. Focus on Outcome based education (OBE):	<p>The institution was proactive in implementing OBE. As the curriculum was revised in 2019, a board member of BoS advised that the institution to look through a futuristic perspective of integrating OBE. A study on the OBE was considered to formulate PLOs that were in alignment with the vision and mission of the college. After a series of deliberations, a workshop was organized to internalize the PLOs. The Program Learning Outcome and Program</p>

	<p>Specific Outcome were formulated in alignment with the PEO. The faculty formulated course outcome for their respective courses and mapped with program outcome and program specific outcome. The curriculum transaction and assessment strategies were re-molled to enable us to understand the attainment levels with respect to the Course Outcome and further the program outcome. The teaching strategies were more application based harnessing critical thinking collaborative work with a multidisciplinary approach. Focused group discussions and case studies were used for participatory learning. Integration of quality technology- based options was leveraged. Nurturing Skill based learning was emphasized in all courses through in build practical aspects. Project based learning, inquiry based learning and experiential learning and research - based approach to teaching and learning were largely emphasized. The institution believes in self- reflection and growth to groom reflective practitioners with a positive attitude: thus, documentation of reflective journal and portfolio were assigned credits. The skill development required for 21st century was further supported by certificate courses with specified course outcome and attainment levels. The comprehensive attainment of the internal was analyzed and the remediation programs chalked out. The direct attainment includes both the internal as well as external or university assessment. Challenging assignments and seminars for group discussion, Value based education through curricular and co-curricular activities, Bilingual mode of teaching for better attainment levels, Extensive field activities to be credited under Outcome Based Education, Rubrics based assessments for all internals, projects, practical aspects, practice teaching and internship program was emphasized.</p>
6. Distance education/online education:	<p>The COVID-19 Pandemic has forced institutions to have a definitive program for online education. Our institute has used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms. Students were offered the regular B.Ed curriculum through online mode for two years. Students were encouraged to take up courses for their upskilling. As MOOCs have emerged as a platform of open and distance learning and SWAYAM platform is offering MOOCs, our</p>

	<p>institution has pitched on online courses through SWAYAM for B.Ed students. The institution has guided and registered students to take up online courses and our students have taken up the following course through SWAYAM/ DIKSHA Developing Soft Skills and Personality. This course is for... credit courses and it can be incorporated into the Academic Bank Credit of students as per the norms of NEP 2020. Vocational education integrates knowledge, attitudes and skills for particular occupation. NEP aims at integrating vocational educational programs in a phased manner in all higher education institutions. Our institute is in the process of designing various vocational courses for the benefit of pre-service and in-service teachers.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. In our institution, The Electoral Literacy Club (ELC) was established in 2020. In keeping with the Vision, Mission, and Core Values of College of Education, Khiroda, the aim of this Club is to promote electoral awareness and conscious citizenship, among both students and staff. Various events, activities, extension and outreach activities are conducted. The Electoral Literacy Club is a representative body of the college, having members from all sections of society. Members include faculty, students, non-teaching staff, and is consciously diverse and inclusive. Electoral Literacy Club, also promotes democratic values and vigilance among students through various engaging activities, programs and hand-on experiences. It helps students by providing an environment where they can learn, grow, and develop altogether through the umbrella of activities like interactive sessions, seminars, and panel discussions by inviting distinguished dignitaries, motivators, mentors, scholars, bureaucrats, etc. It makes the youth democratically attentive and prepare them for their future by conducting various open and inhouse activities and events that benefit the students as well as the country at the large.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and</p>	<p>Electoral Literacy Clubs (ELC) Sr. No Name of the Office Bearers Disignation 1 Prof. Dr. S. T. Bhukan</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>President 2 Dr. N. N. Landage Member 3 Dr. B. J. Mundhe Member 4 Dr. S. R. Ratkalle Member 5 Shri. Avinash Sonawane Member 6 Shri. S. K. Chaudhari Member 7 Shri. Girish Mahajan Member 8 Naval Supadu Patil Student Representative 9 Sarala Kailas Narwade Student Representative 10 Chaudhari Yugandhara Student Representative 11 Paulzagade Megha Vinod Student Representative 12 Dr. P. D. Suryawanshi Convener/ Secretary Introduction Electoral Literacy Clubs have been set up in the institution to promote electoral literacy in all age groups of the Indian citizens through engaging and interesting activities and hands-on experience but in an apolitical, neutral and non-partisan manner. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age-group of 18-21 years old) pursuing their graduation. The club has all the students as its members. The following sections will talk in detail on how the ELC has been set up, who will be its participants, convener, where and how it will be conducted and what activities it will include. 2. Objectives 1. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience; 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs; 3. To help the target audience understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner 4. To harness the potential of ELC members for carrying the electoral literacy in communities; 5. . To facilitate voter registration for its eligible members who are not yet registered. 6. Attempt generating new resources and forward the same to the District Election Officer 7. Guiding and supervising the development of the calendar of activities for the year by the Executive Council.</p>
<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</p>	<p>Under the 'Electoral Literacy Club' our College conducts the following activity as a regular activity in college in every academic year. Activity: 1. The Wall of Democracy The idea behind a wall magazine is to create and share electoral literacy information in an interesting, creative and engaging manner and encourage participation from all students. For this purpose, the wall in a prominent part of the college is</p>

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>being be used. This shall be called the 'Wall of Democracy'. The wall displays various contents related to electoral literacy which can be pasted or pinned or even painted, if allowed. College Administration shall allot a wall space or display board in the college. Theme of the wall magazine goes on changing every quarter. Procedure: 1. 1.The ELC guided by the Executive Committee, will manage the wall magazine. A group of members may work as the core team to manage the wall magazine. 2. Theme of the wall magazine will keep changing every month. 3. The wall magazine shall invite contribution from students of all semesters in the form of articles, essays, poems, sketches, paintings, letters, word games etc on the current theme. 4. The contents within the theme shall be changed weekly or fortnightly depending upon the quantity of contribution from the students. 5. The wall magazines shall also display important announcements regarding major ELC activities being conducted in the month. Practised Themes for Wall Magazine Following are a list of themes for the wall magazine 1. Democracy: The Government of the People, by the People, for the People 2. My Vote is My Right/The Value of a Vote 3. Inclusive Elections: Every Vote Counts the Same 4. Ethical and Informed Voting 5. Model Code of Conduct 6. Secrecy of Vote 7. Integrity of Electoral Process through use of EVM and VVPAT 8. Knowing Your Candidate 9. National Voters' Day 10. Election Manifestoes 11. Exit and Opinion Polls 12. social media and Political Campaigning</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>Yes. The following socially relevant initiatives is taken for contributing to advancing democratic values and participation in electoral process. Activity: National Voters' Day Celebration Activity: The National Voters' Day is celebrated on 25 January of every year, is significant in its purpose to encourage young voters to take part in the electoral process. As members of the ELC, it is important for this day to be recognized, and its importance highlighted. Thus, ELC members hold a special assembly/function within the college where all students and faculty members are invited. Students decorate the venue with posters and other artwork emphasizing the value of voting. ELC members act as anchors to this event. They plan out a cultural programme around the event which will include stage play, group singing/band</p>

	performance, dance performance and speech elocution etc by students. · This special function also observes the distribution of merchandise like badges, t-shirts, bookmarks etc. to the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The National Voters' Day is celebrated on 25 January of every year, is significant in its purpose to encourage young voters to take part in the electoral process. As members of the ELC, it is important for this day to be recognized, and its importance highlighted. Intake of F.Y.B. Ed and S.Y.B.Ed. students when admit in college on the basis of graduation basis and some of the students are postgraduate also. So upto this age, all students cross the age of 18 years and mostly, college has its own experience that they were already registered voters before taking admission to this course. Even then if some non-registered students were found, ELC takes initiatives in this regard and complete the registration process which suits him/her to register smoothly and easily. However, for the youth from community we conduct awareness drive.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	55	33	28	26
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	15	17	10	11
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	14	16	09	10
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	40	16	18	15
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	04	05	06	06
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.4	2.8	2.3	3.8	6.2
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 5

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Every year IQAC plans and prepares **Academic Calendar** of the college keeping in mind the calendar of the university. The curriculum is **reviewed** with the aim of **holistic development** of students and enhanced employability.

Our college being affiliated to **Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon; strictly follows the curriculum prescribed** by the above said **University**. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as **suggestions and comments** are invited every year from the stakeholders. **Before the commencement** of the new academic session, planning to review the curriculum is done with the help of **Curriculum Development Cell and the Committee**. Senior and experienced faculty members are members of this cell and take proactive steps to enrich the curriculum by meticulously figuring out loopholes in it, if any. The Principal of the institution and Members of the cell, further; form the committee for reviewing the curriculum. **Class Coordinators and subject teachers** are part of curriculum committee and the **meetings are conducted periodically**. It is done to **review the curriculum gap analysis** and to discuss the different kinds of issues keeping in mind the **local and global needs** of the students and the society. The proceedings of the **meetings** are also **recorded and recommendations** are made. The same is **communicated to the concerned officials of the University** along with the recommendation of the meetings through the college faculty who are **members of different bodies such as Board of Studies, Faculty of Education and College Development Council**. Decisions of the University are conveyed to the concerned teachers.

Furthermore, **feedback regarding the curriculum from the students, teachers, parents and employers**, also, serves as the backbone for planning and reviewing the curriculum. Besides reviewing the curriculum prescribed by KBCNMUJ, Curriculum Development Cell reviews already existing **Value – oriented Courses** and also plans for addition of **new add-on and Certificate Course** as per the needs of the society. As per the revised syllabus, **periodic meetings** are also held for availability of **reference books** and various study material (**e-content** as well as printed journals etc.) for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand. Organization of **workshops, seminars and conferences** by the college is also the part of planning and reviewing, revising curriculum. For this, experts in the field of Education are invited from different areas of the country. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context.

Sources for curriculum change:

- **Feedback from stakeholders.**
- **Current trends in the field of teacher education, state and national, international directives.**
- **Requirements of various boards (CBSE, ICSE, SSC).**
- **Empirical research in various disciplines.**
- **Field studies, visits to universities.**

Steps include:

- BoS Members prepare syllabus for respective courses.
- Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted.
- Ensure effective curriculum delivery through systematic, strategic, transparent processes, the almanac acts.

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

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: D. Any 2 of the above

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

1.1.3

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	07	07

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	07	07

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

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

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	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

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

Before the commencement of regular classes, students (new entrants) are given a coherent understanding of various aspects of Teacher Education programme running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of Teacher Education programme to be undertaken during the session. New entrants are made aware of **Programme and Course Learning Outcomes**. **Visit to library** are made mandatory for each and every student so that they get familiarize with the print as well as **e-resources available** in the library. Beside this, students are also made aware of culture, rules and regulations of the institution.

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

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through **innovative techniques** and **hands- on experience** such as internship, field engagement, field visits, laboratory work etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, Power Point Presentations and use of audio and video webinar links for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also Value-added courses also equip the prospective teacher with skills as per the needs of the schools.

Capability to extrapolate from what one has learnt and apply acquired competencies: Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students

during school internship and field engagement activities. Students are given opportunities to apply learnt knowledge to real life situations through participation in team- work activities and various competitions organized at different levels.

Skills/ Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc.: Once the theory is taught, the full focus is on the skill/ competency development of the students through EPCs. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer Guidance and Peer tutoring helps the students to work in collaboration. Celebration of important events and days also make them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, negotiation, inter-personal skills, ICT and communication skills. Activities both individual and group (academic and co-scholastic) like writing articles for college Magazine, Poster making competitions, Debates, Discussions, Essay writing, activities of various clubs and committees, Dance and Music are all built in modalities that fine tune student teacher skills, competencies for scientific and literary temper to integrate the 21st Century skills.

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

1.3.2

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

Response:

Diversities in School system

As the upcoming teachers, all the student teachers should be aware of the diversities in the boards of schools. Teaching diversity classroom helps the student teachers to counter discriminatory stereotypes by understanding a variety of social groups and cultures. That puts them in a better position of making connections from their own lives to those of their peers and their students. In order **to inculcate the moral and human values as well as the techniques and skills to handle the diverse classroom effectively**, the students were given an opportunity **to visit various schools** in the name of **Innovative School Visit** for one week, after giving enough **Orientation. Besides that, one week program**, they were allowed for the various boards of schools for internship where they can share their experiential learning and innovative teaching efficiently.

Functioning of various boards of School Education

Diversities bring new perspectives into a classroom. Students of different genders, races, backgrounds, etc bring multiple insights and thoughts. This enhances a classroom discussion and learning opportunities.

With this thought, the Institution provided an excellent opportunity for the students to visit various boards of schools in India. The B.Ed students visited **State Board Schools, Matriculation Schools, Central Board of School Education, Special Schools for the differently abled, physically challenged** to view the diversities among the school system for observing the infrastructure, administration and academic part, school functioning, syllabus, curriculum, teaching methodologies, communicative techniques, handling of innovative teaching learning resources, evaluating methods, etc to help the students to get a good exposure.

Student teachers came to know how the modern ICT technologies have been used through 3D labs, Interactive white board, robotics lab, Science labs, Mathematics labs, library practices and language lab.

Assessment systems

By interacting with the school students and the teachers, student teachers were able to acquire more information regarding the assessment. The students came to know that the matriculation school focuses more on memorizing and learning by rote when compared to CBSE, which tests the students' understanding of the subject. They also learned how to instruct and evaluate the special children by visiting the special schools. Thus, the institution provided them a chance to have pragmatic learning.

Comparative Perspective

A chance was offered to the student teachers to be aware of the comparative perspectives of the various boards of schools by comparing how the children were psychologically differ from each other. The student teachers were given chance to observe the school system during the first year and apply their experiential learning in the second year of the program. Expert talks from other colleges are invited through MOU.

B. Ed students and visited various colleges to become a good teacher educator.

Thus, the student teachers are able to become conscious of the diversities in Indian as well as the international school system.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

The institution not only ensures imparting knowledge but **equips** the prospective teachers with necessary **knowledge and pedagogical skills**. Initially students are acquainted with theoretical and practical aspects of Micro Teaching and its skills. Then students are provided platform for practising Micro Teaching Skills during which they practice and master the skills as per their pedagogy curriculum. After equipping the students with Micro Teaching Skills, they are sent to schools for their internship programmes, as per prescribed syllabus with the objective of maximum professional understanding.

Understanding Learning Engagements: Institution has taken efforts for the students to develop their understanding of different learning engagements. The staff members gave a detailed demonstration on Micro Teaching Skills and encouraged the students to practice efficiently by recording their teaching. Orientation is given on Review of Literature, expository writing, EPC records to extend their practical knowledge. Institution arranged a visit to different boards of schools to learn the curriculum, syllabus, teaching methods, resources, evaluating system, infrastructure etc. during the first year and 15 weeks of internship during the second year.

Alternatives provided: College provides so many opportunities to promote critical thinking by conducting competitions like essay writing, slogan writing, PPT presentation, quiz, drama etc. The students are insisted to take part in yoga & meditation class, SUPW Workshop to perk up their life skills. They are provided opportunities to gain knowledge of inclusive education and also to realize the problems, needs and demands of special children by visiting the inclusive schools and special schools for differently abled children. College provides experiential learning by arranging a field visit to get real world experience, increase the quality of education and improve the social relationship outside the classroom. To widen the knowledge of ICT and innovative learning, the students were insisted to register and learn through SWAYAM platforms and Self Study Online courses.

Preparation for the Professional Field: Teachers are now challenged by reform initiatives to meet new requirements of the education system. To meet all the challenges, the student teachers resourcefully utilized all the openings provided by the institution and enhanced their knowledge and interest. After listening, practising and participating in so many activities, the student teachers created themselves in all the aspects of a profession. The students prepared themselves mentally and physically to do community

services, for which they got awareness through NSS Unit. Each and every student teacher has given a platform to get rid of their fear and expose their innate potentialities through the “Talent Hunt” programme.

During internship programme the interns not just teach in schools but they become a part of the total system by participating in different **co-curricular activities** like morning assemblies, celebration of important days, school function etc. Every lecture is supported by number of **audio- visual aids catering to diversity** in the classroom. Interns are also motivated to **identify weak students** and **organize remedial teaching** for them. thus, teaching practice is a skill improvement as well as skill development process. They also apply the knowledge in **maintaining result records, attendance register, admission register, stock register etc.** They **construct and administer the Achievement Test** in their respective pedagogy subject. they do not just perform their duties but **develop enviable respect for the teaching profession.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 54.15

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

2.1.2

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

Response: 86.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	36	13	14	13

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

2.1.3

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

Response: 0.71

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

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

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

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Entry Level Assessment: The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their **admission** is based on **academic merit** and observation of relevant **reservation policies of the government**. During the time of admission, Principal interacts with the parents and the students to assess their needs and aspirations. Students are also **counselled** at the time of admission by the **Admission Committee**. They are **familiarized** with the **course, mode of internal assessment, curricular and co-curricular activities**, rules and regulations as well as other facilities available in the institution.

The institution planned and conducted an **entrance test** to identify the different learning needs of the students and also to provide the faculty members a good chance of measuring the knowledge and readiness of the student teachers to undergo a professional educational programme. This entrance test also helped to **judge and to identify the knowledge, ability, skill and learning needs** of the student teachers. For the B.Ed student teachers, the entry behaviour test was categorized into five different sections General English Comprehension, Teaching and Learning, Logical and Analytical Reasoning, ICT, Education and General Awareness.

The learning strategies adopted by the teacher educators were:

- Group Discussion
- Pannel Discussion
- Concept Mapping
- Debate

System adopted for the late bloomers: The bridge course provided the students with more confidence and skills for a successful transition to Education College. It has built Positive relationships between new students with their programme and faculty and assisted students in their personal development of life skills, ethical judgment and moral fortitude. The students have been given enough opportunities to expose their capacity with more confidence.

Advanced Learners: The students who scored more than 70% on the entry behaviour test are considered advanced learners. They are motivated to submit additional assignments, attend various quizzes organised by the University, participate in various competitions, and are given opportunities to utilise the library with LibMan Saral Software to equip themselves with sufficient knowledge and awareness of the novel and innovative educational system.

Teachers, before beginning their courses, informally get the pulse of the students in the class, their knowledge about the course and their comfort level with various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learners. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. **Tutorials** are taken by the teachers as per the **needs of the learners**. During the tutorial sessions, gaps if any are identified by the teachers which are removed by the **bridge courses** that are designed for newly admitted students. The key areas of the bridge course are **ICT, Art and Craft, Language Proficiency, Library Resources for Research and Basic Statistics**. Students with good co-curricular skills are identified through “**Talent Hunt Program**” organised by different teachers of the institution and are nurtured to further gear their talents.

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

2.2.2

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

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

Response: D. Any 2 of the above

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

2.2.3

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

Response: No Special effort put forth in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 17.6

2.2.4.1 Number of mentors in the Institution

Response: 05

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The Academic Plan of **SGVPCCOEK** is **Learner- Centred**. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to **apply their skills** to develop innovative solutions to present day problems. The college resorts to various **Student- Centric Pedagogical Methods** for raising the learning levels of the students. In normal classroom teaching, teacher utilize **learner centric methods**. In all courses, students are encouraged to make power point presentations individually or in collaboration with peers to promote independent learning. Classroom **assignments and projects** emphasize **Individual thinking** over received knowledge. Emphasis is always on nurturing questioning, searching for answers and acquiring information from various sources to enhance their critical thinking.

Students also get opportunities to enrol themselves in various self- study courses. They are motivated to construct the knowledge on their own.

Field Visits: Educational visits and fieldtrips to institutes/Historical Monuments etc. are conducted to enrich the teaching- learning process.

The college organise extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of text-books. The college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology.

The following activities are being regularly conducted by the college to make learning activities more student- centric.

Experiential Learning: the teaching faculty of the college utilizes experiential learning approach. The main objective of this approach is to sensitize the students regarding new experimental learning techniques. Basically, the discipline like Social Sciences, Physical Sciences, Life Sciences, Geography, Mathematics, Psychology and Computer are employing this approach to make teaching- learning more effective. It also enhances the learning abilities of the students.

Participatory Learning: This is one of the best learners- centred approaches being used in the college. Students actively participate in various activities such as:

- **Classroom Seminars**
- **Group Discussion**
- **Debates**
- **Quiz Methos**
- **Role Playing**
- **Art and Drama in Education**
- **Field Visits**
- **Project Work**
- **Case studies**

Problem Solving Methods: The College utilizes **problem- solving method** in order to inculcate **creativity, critical thinking, reasoning abilities, logical thinking, decision-making power, analytical reasoning and scientific outlook** among students. Disciplines like Mathematics, Physical Sciences, and Computer Sciences are adopting this method successfully for enhancing learning experiences of the students. The college gives priority to the **holistic development** of the students outside the classroom through **co-curricular, extra-curricular and field- based activities.**

As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. **Elective courses** are provided to enhance students' knowledge, competencies and research skills.

Online Mode: All the faculty members use Google Classroom Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various

subjects. During the COVID- 19 Pandemic, students are being taught through online mode only.

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

2.3.2

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

Response: 72

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	04	02	02

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.3

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

Response: 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: 88

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4

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

- 1.Understanding theory courses
- 2.Practice teaching
- 3.Internship
- 4.Out of class room activities
- 5.Biomechanical and Kinesiological activities
- 6.Field sports

Response: C. Any 2 of the above

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

2.3.5

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

Response:

A mentoring system is well in place in our college where each teacher constantly Mentor students on Academic, Professional and Personal fronts. Many students who needed assistance in personal/ academic/ professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully. The institution insisted teachers to provide continual mentoring for students.

Mentoring Catering to Student Diversity: Our college offers various opportunities to welcome diversity in Mentor- Mentee relationship. The faculty members identify, reflect and engage with

diverse learners in order to maintain an effective mentoring relationship. **The teachers as per the needs of the learners take tutorials.** During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the Bridge courses that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses.

The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched by arranging talks on the themes like multi-culturalism and inclusiveness. The teachers are provided with additional space in the college for establishing direct rapport with the needy students.

Value Added Courses: The College also offers various Value- added courses for the students to further gear the students' interest and intellectual ability.

Working in Teams: Working in Teams has always been an integral part of our institution. Teachers provide guidance and full support to their students and establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids. Teachers and students develop relationships as they work together in social, cultural and recreational activities, community service projects, Youth Festival, tutoring etc.

Balancing Home and Work Stress: Our college campus has a rich variety of academic, cultural and recreational resources to expand students' horizons.

Free Guidance: College provides free guidance for various National and State level Competitions such as B. Ed Entrance Test, UGC NET/ SLET Exam, CTET Exam. Mentors reduce the stress level of his/ her mentees by teaching them various skills like time management skills, presentation skill, dealing with delinquent children etc.

Keeping Abreast with Recent Developments in Education and Life: There is also a provision for teachers to improve their professional competencies. Staff members are encouraged to attend **orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums.** Teachers in turn motivate their mentees to present various seminars and take part in various debates, declamations and symposiums. Every student is encouraged to use the **latest technologies.** They are provided access to the **Computer Laboratory** and have access to **the internet**, which they can use to keep themselves updated.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: D. Any 2 of the above

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

2.3.7

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

Response:

The institution made its great attempt to nurture creativity, innovativeness, intellectual and thinking skills, empathy and life skills among the student teachers.

Promoted Intellectual and Thinking Skills: The institution organised various Expert talk programmes, celebrated special days such as **Environment Day, Ozone Day, Earth Day, Science Day and conducted several Workshops.** The college plays a vital role in inculcating various skills like innovation and creativity amongst students in tackling their assignment projects and other tasks. Students are encouraged to think critically and be innovative and creative. Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Teaching pedagogies have been altered over time to facilitate innovations. **Use of ICT enabled devices** by the college helps in producing effective teaching learning outcomes. All

disciplines in the college have taken initiatives to make teaching- learning process more live, learner-centred, and proactive. There is provision of full- fledged computer lab which provides the students proper access to the internet connectivity and various other facilities for effective teaching- learning.

The various **innovative teaching methods** that our teachers follow to make their class more interesting are:

Use of Google Classrooms and Google- Meet: The faculty of the college use Google Classroom and Google Meet to deliver the course content in an effective way.

Use of LSM (Learning Management System): The college provides important links regarding learning materials.

Certificate Courses: Many students of our college have enrolled themselves in various certificate courses of SWAYAM and MOOC.

Experiential Learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Many students are engaged in developing e- content.

Inculcated Empathy in Students' Minds: To implant the empathetic skill among the student teachers, the institution provided valuable opportunities for them to visit Special Schools, Old Age Home to understand the feelings and nature of those special kids. The students generously contributed food for the road siders.

Enriched the Life Skills: Institution took a major role in enriching the life skills of the student teachers by offering them a variety of courses such as Yoga, Communication Skills, Arts and Craft Skills and SUPW workshops. The students are encouraged to participate in the awareness program on Herbal Gardens which focused on making Medicinal Plants and Organic Vegetables.

Field Visits: The college also organises field Visits or Projects for the students in order to promote participative learning.

Seminars: The college also organises workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds.

Literary Competitions: The college encourages students to participate in various literary items like quiz competitions, debates, declamations, elocution, poem recitation etc.

Value Added Courses: The college also provides for value- added courses like Communication Skills, Health and Nutrition, Yoga, Guidance and Counselling etc to gear the students interest in this direction.

Use of ICT: The college promotes the teaching learning process through effective use of PPTs, projector and multi-media and various equipment in the laboratory.

Project based Learning: Students are allotted projects based on their teaching methods. it helps to nurture their creativity and innovativeness among the students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

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: D. Any 1 of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: C. Any 2 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: D. Any 1 or 2 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution took immense efforts for planning and preparing the student for the internship programme. The school Teachers, staff, Student Teachers and Teacher Educators are fully involved in it.

Identification of Schools:

The institution endowed the student teachers with the choice of selecting the schools for internship. They are asked to identify any two High Schools for internship, which will be more accessible for them to reach. The practicing schools are selected on the basis of the proximity of student teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, Aided, Private, Public). **Meeting with School Headmasters and Supervisors:**

The teacher in -charge of internship programme with the consent of head of the institution organises orientation-cum-consultation the meeting with school Head Masters as well as the Supervisors/ Senior teachers regarding the nature of activities to be given to the student teachers and how they should be treated and trained. The same instructions along with student teachers' name and Methodology subjects are forwarded to all the training schools. The school teachers are requested by the faculty members for allotment of syllabus.

Before the commencement of internship, detailed instructions are given to student teachers. During internship, the student teachers are required to undertake a **variety of activities** relating to **classroom teaching, classroom management and organisation of school based and community - based activities of teaching**. The student teachers are required to develop a repertoire of understandings, competencies and skills. **A few such activities are suggested below:**

- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers as well as peer student teachers.
- **Preparation of Case study** of the internship school and the innovative activities that the school undertakes.

- **Preparation of Lesson Plans**, Unit Plans, Question papers and other **Assessment Tools**.
- **Mobilisation and development of teaching- learning resources**.
- Preparation of **a diagnostic tests** and organisation of **remedial teaching**.
- Undertaking **Action Research Project** on at least one problem area of schooling.
- Maintenance of **a reflective diary or journal** to record day to day happenings and reflections thereon.

Lessons are observed by the Teacher Educators at **regular intervals** and they verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the Mentor-teachers.

Feedback: Feedbacks are collected from mentor teachers and heads of the schools by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.

The teacher supervisor evaluates the copies of the student teachers from time to time. The accompanying teacher in charge, school subject teachers and the peer group duly observes the performance of the students. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme, it is **duly certified** by the head of the practicing school.

While planning internship programme the institution takes care of providing **exposure of variety of schools** to interns.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4.9

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

Response: 12.33

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

Response: 03

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

1. Preparatory Phase and Teaching Phase: During admissions, the principal meets the enrolled students personally to observe their attitude and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioural components. Every day assembly is a platform for reading and reflecting on teachers' role and responsibilities to instil the fundamentals of this career towards the society.

Teacher Educators' Role: They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lesson by the teacher educators is modelled. The teacher educators identify special schools, orient them to apply theoretical, pedagogical and practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

Role of Peers: Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

1. School Phase and Teaching Phase:

Role of School Principals: They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

Role of the School/ Master Teachers: As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master/ Mentor teachers assign the lessons to be taught for the month earmarked by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework's that could encourage active participation, conducting unit test.

Teacher Educators' Role: Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers: Students assigned in the same school give emotional support and help in the work. Peer groups observe at least 20 lessons (10 per subject) and **provide feedback** which helps the student teachers to be of their **strength and weaknesses**.

1. Reflective and Improvement Phase:

Role of Teacher Educators: The internship lasts for 15 weeks. Two composite discussion lessons and 50 lessons in each subject are prepared by interns.

Feedback: During entire internship, teacher educators monitor all the activities at regular interval and provide feedback on their respective subject files. The TEs, when visiting the school, interacts with the mentor and the trainees and thus a real flow of feedback is ensured regarding the performance of trainees

on the following basis:

1. Use of qualitative teaching Aids.
2. Use Innovations Techniques.
3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids.
4. Checking of Answer Scripts
5. Formulation of School Time Table
6. Overall conduct
7. Maintenance of attendance register, admission register, result records, stock registers tec.
8. Organisation of a Co-Curricular activity and submission of report.
9. Reflective Journal/ Diary writing
10. Correction of home-work notebooks.
11. Construction, administration and analysis of one achievement test on different objectives.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 62.5

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

2.5.2

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

Response: 100

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

Response: 05

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

2.5.3

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

Response: 6.25

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

Response: 25

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Staff members are permitted to attend the **Orientation, Refresher Courses, Induction Training Programme, Workshops, Seminars and Symposiums** organized by government and non-governmental organisations. After these programmes, the institute organises **Faculty Development Programmes through IQAC** where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars. Seminars have been conducted on the following topics such as:

- **Communication Skills**
- **Action Research**

- **Case Studies**
- **ICT Enabled Teaching Learning**
- **Development of Modules for Instructional Strategies.**
- **Integration of Value and Peace Education in Teaching Practice.**
- **Instructional Strategies for Science and Social Science Teachers.**
- **Stress Management**
- **Soft Skills**
- **Development of Internship Module for School Internship.**

Staff is sent as **Resource Persons to Seminars, Workshops etc. at the University, Colleges and Schools and also acts as Resource Person in the college activities.** The staff members are encouraged to **Present Papers in Seminars and Workshops at International, National and State level.** For this duty leave is provided. **The management encourages writing books and articles and publish them** for the college. The staff is **motivated to publish article in reputed research journals.** They also write books and contribute chapters in edited books.

Professional Development Programme:

The staff members were involved in various activities conducted on campus for their professional development such as **Yoga Training, Communication Skill Development Program and Research Methodology Workshop.** During the **Pandemic situation,** the teaching faculties put immense effort to learn and implement technology- oriented teaching by using online tools like **Google Classroom, Google Drive, Google Forms, Google Meet, Zoom App etc.** The staff members are encouraged to utilise the internet and free Wi-Fi facilities to enhance themselves.

NEP 2020 Orientation: To sensitize the Staff and faculties our **college conducted 07 Days Lecture Series on, 'NEP 2020- An Introduction'.** A National Level Seminar related to **NEP 2020** was organised by our college, the faculty and students were participated in it. The Seminar highlighted Innovative Methodology, Integrated B. Ed programme, Current development and issues in education and Blended Learning.

Orientation Programmes: The staff members had shown enough interest to equip themselves by participating in orientation classes such as **NAAC Orientation, Communication Skill Development, Blended Learning Technique** was practiced for easy access to the learning material and to synchronize the learning process.

Workshops: The staff members attended the **workshops on Research Methodology, Computer training on MS Office, Yoga for Stress Prevention, Integrated Initiatives in Teacher Education, NEP 2020.**

Achievement by the Staff Members: All of our staff members qualified with Ph. D., NET/SLET Exams and gaining knowledge in multidimensional aspects.

Sharing knowledge with other colleges: The staff members registered themselves in participating and presenting papers in **International, National Seminars and Conferences.** They had given expert talks in other colleges and shared their knowledge and information.

Thus, the professional development of the teachers turns them into stronger and more fitting by allowing

them to produce useful and personalized lessons for the students today. Also, to unravel and repackage knowledge, skills, pedagogies and learning outcomes, to stay relevant and connected to the future.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The institution adopts continuous and comprehensive evaluation for student teachers' assessment. Teaching learning process is more concerned with the students' learning rather than teaching. The college focuses on STs' overall learning incorporating various assessment techniques. The focus is not only on teaching the content but also to develop various skills required to become effective teachers. Hence our Evaluation Process focuses on content, skills as well as overall personality development of STs.

Evaluation process is part and parcel of teaching learning process and hence is carried out on a continuous basis and in different manners. The Student Teachers are given a clear idea of evaluation at the beginning of the program itself during orientation course and through **Academic Calendar**. The concerned subject teacher makes it explicitly clear to the students, the parameters of internal evaluation.

Examination Scheme: The **purpose of evaluation** system is **to improve knowledge, teaching competency and Performance Skills** of the student teachers. The evaluation pattern is of 80-20 adopted by the KBCNMUJ. In each year there is an internal examination of all theory papers in which two tests of 20 marks are compulsory for each paper, it means for six papers total 12 tests are conducted regularly. The external examination is conducted by the affiliating university. Question papers for the internal examination are set by our TEs. For the university examination the papers are set by examiners appointed by the university. The paper style prescribed by the university is followed at both internal and university examinations. STs are also evaluated through assignments that reflect their understanding about the subject and also provide them platform to experience real situations.

All lesson plans for classroom teaching by each student is assessed by **subject teachers, peer group and school teachers** on a daily basis. All lessons are **thoroughly planned, corrected, rewritten and signed by teachers before demonstration in schools**. Scheme of Internal Evaluation of students' learning for theory papers, **school internship programme, field engagement with community and Curriculum and Pedagogy** is provided on **School Internship**.

The student teachers prepare **50 lessons** in each subject (40 +10) and **10 Micro Lessons** in each subject. An **Evaluation Performa (Rubric)** developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The **peer group is also encouraged to observe the lessons and give constructive suggestions**. They are **Evaluated on** the basis of various **activities performed during internship i. e. maintenance of registers, Action Research, organisation of Co-curricular activities etc.**

Enhancing Competencies and its Evaluation: The student teachers are exposed to experiential processes in preparing questions for the question bank, assessment rubrics, MCQ's, blue print, question-wise, item analysis.

Techniques highlighted during the classroom interactions to enhance competencies are:

- Recalling the muddiest points of the class.
- Closure of the lesson through concept mapping.
- Feedback mechanism.

Innovative Evaluation Process: Equal weightage for theory and practical are validated. Emphasis on higher order thinking and problem - solving capabilities in designing question papers are in practice.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment which is based on the norms directed by the affiliating university. Separate rubric is developed to assess the various aspects of the students' learning, teaching skills, simulated teaching, lesson plan, seminars, practical activities, cultural events etc.

1. At the **beginning of the year, faculty members expose the students to various components in the evaluation process during the year.**
2. **Development of a rating scale for the overall performance** of the student teachers.
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. The corrected answer sheets of **the students are distributed to them for the verification** and if any discrepancy is found it is redressed immediately. **The marks obtained by the students in internal assessment tests are displayed on the notice board.**
8. If the students are facing any problem, they are solved by the principal of the college.
9. 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 Internal Examination Committee.
10. For the quality of the projects, evaluation is done by Project Review Committee along with the project guides.
11. 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 revaluation, by following the stipulated norms. The controller appoints examiners other than the previous assessor and if a change is found it is rectified and solved the grievance.

12. Day to day performance of the students is assessed which includes regularity, performance, and promptness in submitting the record.

During the Pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, **for example link for Google form question papers were emailed** to students, but student either did not receive on time or could not access the file or had difficulty **in uploading their answer scripts.** **Therefore, the Examination Committee decided** to give an extended/ relaxation of 15 minutes to upload their answer scripts and resolved the issue immediately.

As suggested by the students, the committee followed the MCQ question paper system to avoid bias and make the students stress free during Pandemic. Hence it is observed that the teacher educators have been evaluating the students' performance in a standard and justifying manner.

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

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes “**Academic Calendar**” containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule

(working days), **various events to be organised**, holidays, **dates of Internal Examinations** etc. It is also published on website of the college and displayed in Principal's office. The **time tables** are prepared and implemented accordingly. The Academic Calendar follows the NCTE 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 and preliminary examination. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, an **Examination Committee** is in place which monitor overall internal assessment process. **Internal practical examinations** are held by the college

and **Externals** are held under the scrutiny of the External Examiner appointed by the University. 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. As attendance is mandatory, the internship programme and practical are followed as scheduled. The Examination Committee monitors the overall internal assessment process and moderation needed.

Further, at every step the following are ensured in compliance with the internal evaluation process:

Faculty: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in preparation of the format, content and approach. During the Pandemic the faculty adopted diversified patterns of internal assessment to ensure quality.

Internship: Internship Programmes are scheduled at various Secondary Schools to assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the scheduled dates based on the request from the cooperating schools. The in-house teaching programmes of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the Pandemic.

Preparatory Exams are conducted every year before the university exams.

Every teacher conducts regular class tests with MCQs on the related topics.

Online Tests are conducted by teachers with the use of Google forms. After assessment the **Answer scripts** are distributed among the students. Their doubts are also cleared with advice about writing correct and apt answers. The Principal conducts **curricular and extra- curricular** review meetings on regular basis to check the implementation and progress of all the activities in the **Academic Calendar**. Based on these review meetings some changes in schedule of activities are made if required. Further, **Extra lectures** are scheduled to **complete the syllabus** before the university examination. Students' participation in compering, competitions, national, state festivals and other events are counted for the purpose of grading in co-scholastic domain.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

PLOs And CLOs in Accordance with Teaching-Learning Process.

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes). The programmes offered by college cater to **multiple interest** of the students which aim at imparting knowledge and skills for building their competence and personality. In fact, there is also an emphasis on the **holistic development** of the students as the learning outcome focus on imparting values and ethics and on enhancing their **inter-personal and communication skills**. The syllabi of all courses with the programme learning outcomes and the course learning outcomes are displayed on the college website.

At the beginning of the academic year during the **Orientation Programme** students are briefed about the **PLOs**. The concerned faculty of each of the courses brief their respective classes about the **PLOs and CLOs**. The college is committed to quality education which is reflected in their programme outcomes and course outcomes. The activities of the college are scheduled in the **academic calendar** published at the beginning of the year. The calendar is prepared after consultation with all faculty members and they then decide about the schedule of events. All important announcements such as time table, data sheet, submission of award lists etc. are put up on the notice board well on time. The syllabi are completed and **examinations are conducted** and on the basis of results **merit holders** are **felicitated** at college level.

The college also offers some add-on courses for the development of students. The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the year by course teachers in the following ways:

1. **Continuous Internal Assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
2. **House Test and final exams** also help to ensure alignment of stated outcomes.
3. Suitable pedagogical Approaches are utilized for effective realization of learning outcomes.
4. **Parents are informed on regular** basis about the academic performance of their children.
5. **Placement Record, feedback from Alumni** regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.
6. Contribution in various **Literary and Cultural Programmes**.
7. Participation in various Competitions such as **debates, elocutions, essay writing competitions, quiz tests**.
8. Participation in various classroom activities such as **Group discussions, Seminars**.
9. Participation in various co-curricular activities such as organizing **Morning Assemblies, NSS Camp, Tree Plantation Campaigns, Awareness Camps**.
10. Participation in **Community Engagement Activities** such as **Village Cleanliness Drive (Gram Safai), Chaitany Saptah (Motivational Week), Economic Literacy Mission, Beti Bachao Mission** etc.

The faculty members are also encouraged to **update their subject knowledge** along with changing trends in teaching methodology and participate in faculty development programmes and Seminars as it enhances effective attainment of PLOs and CLOs. They are encouraged to use Experiential Learning techniques like Seminar, Workshops, Field Visits and internship that helps to evaluate students' organisational and leadership skills which are a component of PLOs and CLOs attainment.

File Description	Document
Documentary evidence in support of the claim	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any other relevant information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 92.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	14	16	09	10

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

2.7.3

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

Response:

The college being affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon follows the pattern of examination that is framed by them. The end tests and Preliminary examination results are analysed and the Desired Learning Outcomes of students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the content test is conducted. From the entry level, the

progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as non- academic field is recorded and maintained.

The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- **Compulsory attendance** i. e. minimum 85 % per year. Paper evaluation is done on time for grading.
- **Paper evaluation** is done on time for grading internal assessment.
- **The Choice -based Credit System is a universal Assessment system** which was implemented in 2019, makes our student teachers attain the idea of assigning credits and transfers hours into merit card.
- **Learning tasks** involves concept writing, mind mapping, one-minute show, recreational activities, gamification, which are applied to engage with content, designing learning tasks at all levels of preparation, in documenting students' progress towards attaining PLOs with 50% weightage for practical in the programme outcome.
- **Practical work** such as assignments are checked and marked on time.
- **The projects** included in each of the year is a rich source of learning beyond textbooks which is meticulously planned. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the Self, Reflective Journals, EPC etc.
- Based on result analysis, the required **Remedial Measures** are taken.
- Students are provided with **Counselling and Guidance Programmes** for improving their cognitive and professional performance.
- The **Continuous Internal Assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
- **Preliminary exam, house test and final exams** also helps to ensure alignment of stated outcomes.
- Suitable **pedagogical approaches** are utilized for effective realization of learning outcomes.
- Participation in various literary and **Cultural Programs**.
- Participation in various Competitions such as debates, elocutions, essay writing competitions, quiz test.
- Participation in various class room activities such as **Group Discussions, Seminars**.
- Participation in various co-curricular activities such as organising morning assemblies, NSS Camps, Tree Plantation Campaigns, Awareness Camps.
- **Personal attainment** like Self- awareness, Self- Worthiness, Good Listening Skills, Articulation, Classroom dynamics, Joyful learning strategies, Creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced during internship are evidence of learning outcome of professional and personal attributes.
- During internship, **an evaluation proforma (Rubric)** developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. They are evaluated on the basis of various activities performed during internship i.e. maintenance registers, Action Research, organization of co-curricular activities etc. Concept attainment builds up the nurturing effect among the student teachers.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 37.84

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

Response: 14

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

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

Response:

The institution has made various provisions for assessing students' learning needs.

- Initial:** An initial effort is taken to assess the developmental stages of Pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. **During the time of admission,** the **Principal and Admission Committee interact** with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. The institution organizes **Orientation Programme** for the students at the commencement of new batch every year. New entrants are acquainted with the **course, mode of Internal Assessment. curricular and co-curricular activities, rules and regulations** as well as other facilities available in the institute. Functioning as a teacher education institution is explained to assess the student teachers' commitment towards self and society while they interact during ice breaking sessions. Their energy levels are observed. There is deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National

level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning. The institute conducts aptitude test in order to measure **Intellectual Competencies** of students.

2. **During: A series of Talent Search programmes** in various fields i.e. dramatics, literary and fine arts are organised in order to discover the hidden talent and potentialities of the students. The faculty members assess the **learning needs** of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. The institute conducts **Remedial Classes** for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided **remedial teaching**.

Lots of **written assignments** and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.

Peer tutoring is also provided to serve academic needs of slow learners.

Mentor- Mentee Interaction keeps faculty in constant touch with the students, iron out their academic and personal problems and stimulates overall personality development among students.

The **continuous Internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic performance. During Internship, an **Evaluation Performa (Rubric)** developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i. e., maintenance of registers, action research, organisation of co-curricular activities etc.

1. **Post:** Student teachers complete task- oriented activities. After the internal assessment and preliminary exam, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of B.Ed Programme.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

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: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	00	00	00

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	00	00	00	00

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

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

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

3.1.4

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

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

innovations

2.Encouragement to novel ideas

3.Official approval and support for innovative try-outs

4.Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 3

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

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

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

3.2.2

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

Response: 5.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	5	7	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	2	1	2

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

3.3.2

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

Response: 55.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	35	15	16	13

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

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: 55.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	35	15	16	13

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4

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

Response:

The institution organises a range of **Outreach Activities for Welfare of Community** and multifaceted development of students. These activities are performed in collaboration with schools and local community with the active participation of faculty and students.

Some of these organizations/ bodies are:

- NSS
- Schools
- Village (Local areas)
- Grampanchayat

The **NSS wing** of our college organises camps for students in villages and nearby local communities where, students conduct **Literacy Campaign for Adults and Vulnerable children, Cleanliness and Plantation drive** and spread awareness regarding **Health and Hygiene**, social harmony and conserving natural resources. **College organises Medical camp, Health Check-up Camp, Awareness Rally in collaboration with schools and local community.** Institute organise various activities like **Gender Sensitization, Awareness Programmes, Celebration of important days for students of sister institute and schools.**

The college has adopted a village namely **Gorkheda**, for their extension and development. The institution also participates in local campaigns organised by **Grampanchayat** and schools to spread awareness among local communities regarding health and other malpractices like AIDS Awareness, run for unity, etc. **The list of various outreach programmes are as follows:**

- Economical Literacy
- Judicious use of environmental resources.

- Vocational training and skill development program
- Swachh Bharat Abhiyan
- Village Cleanliness drive/ Gram Safai Abhiyan
- Women Empowerment Program
- Seminar and Extension lectures on Social and Gender issues
- Lecture Series on NEP 2020

Further institute participates in government's initiative of **Swachh Bharat Abhiyan, Road Safety Week, Health Awareness (during Global Pandemic) and Tree plantation. Days and Weeks** are also celebrated and special morning assemblies are conducted. These includes **International Women's Day, AIDS Day, World Environmental Day, International Yoga Day, Human Rights Day, Mother Tongue Day, Republic Day, Independence Day** etc.

UNNAT BHARAT ABHIYAN Scheme is the scheme launch by government of India, our institution under the head of **NSS adopted a village to achieve sustainable development** and better quality of life **of Rural people**. By this system, the students are creating awareness among the public about the welfare schemes of the government and also assisting in completing the survey on the basic needs of rural people.

These **Outreach Activities** benefit neighbourhood communities as well as students of the institution. They instil **Civic Sense, Sense of Social Responsibility, Sense of Serving others and feeling of universal brotherhood** among students leading to their **overall personality development**. In addition to this organizing such programs facilitate in sensitizing students to national integrity, communal harmony and tends to constructive use of their potential.

Clean and Green Initiatives and Experiential Learning Programmes: The college gives exposure through various in-house **Green Environmental Initiatives Programmes** including **Plastic Free Environment, Swachh Bharat Programme, Tree Plantation- Each One Plant One**, reducing the usage of paper, **Best out of Waste** help students' **Environmental Values. Field Visits and Experiences by visiting Krushi Vidnyan Kendra and Active farm** created an enriching life experience for the students. etc.

During COVID- 19 Pandemic students rendered Psycho-Social support to COVID-19 infected and affected which helped students develop **Psychological counselling, volunteering skills and strengthening life skills to emerge as morally conscientious citizens.**

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	00	0	00

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

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: 10

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: 10

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

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:

SGVPCCOE has a sprawling campus **in 37 acers** of land with adequate and state of art infrastructure. Provision for adequate infrastructure facilities for teaching and learning has always been a priority. Institute abides by the **norms provided by NCTE and KBCNMU Jalgaon**. It offers the B. Ed course of Two-Year duration for which infrastructural facilities are provided. It has adequate number of **Classrooms, Laboratories, Library and Reading Room** and other facilities which help the teaching - learning process.

Sufficient supporting facilities are provided for an effective ambience in curricular, co-curricular and administrative activities. The academic blocks of all the departments are equipped with advanced infrastructure facilities over a **built-up area of 3291.99 Sq. M.** allocated exclusively for instruction functioning.

Classrooms Facilities: All **10 classrooms** are spacious and well-ventilated, fitted with a sufficient number of lights, fan, boards and other requirements. The college has **One Auditorium and One Seminar Hall** with adequate seating capacity, which are used to **organize Workshops, Seminars, Conferences and Cultural Activities**. The **ICT Facilities like LCD Projector, Mic system, Wi-Fi facility** is available to enhance the quality in teaching learning process.

Curricular Laboratory is designed as **Multipurpose Classroom**, where **Psychology, Science, Social Science Curricular activities** and practical go hand in hand.

Laboratories: There are **08 well equipped laboratories** for carrying out Curriculum, considering the **NCTE Framework**. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions. **Computer Lab is well- furnished with a server and 14 computers with LAN nad Wi-Fi Facilities.**

Resource Centre: There are **four Resource Centres (Art and Craft Resource Centre, ICT resource Centre, Music Resource Centre, Health and Physical Education Resource Centre)** with adequate equipment and material in the college.

Library: The library **seating capacity is about 50** with separate library cum- reading room for students with **LCD Projector with Printer.**

Cultural and Sports Facilities: The College has well established **Health & Physical Education Resource Centre, which** caters to the diverse needs of the students in sports. It provides adequate space, sporting equipment and infrastructural facilities for sports to conduct **indoor and outdoor games** for

students as well as provides **Shot put, Carom board, Chess, Volleyball etc.** The college has well maintained **playgrounds for football, basketball court, & Kho-Kho.** The college provides excellent facilities for cultural activities because of which the college has been winning Trophies in Youth Festivals.

Fitness Centre: There is an **outdoor open gymnasium** in the college campus, which is utilized by the students, staff as well as the young aspirant of Police department from local community. It is furnished with **equipment like Fitness Bicycle, Twister, Bull Walker etc.**

Yoga activities are conducted regularly in college ground and terrace.

Other Facilities:

Washroom for male (05) and female (03)

Canteen

Common Room for Boys (1) and for Girls (01)

Sick Room (1)

Medical/ First Aid Room

Hostel for Girls and Boys

Access to safe water

Guest House

Spacious Parking

CCTV Surveillance

24x7 internet and Wi-Fi.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom,

LMS, video and sound systems etc. during the last completed academic year.

Response: 8.33

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: 12

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.1.3

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

Response: 33.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	4.6	0.4	0.4	0.9

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of our college is housed in an independent and spacious, well-equipped hall with carpet **area of 183.68 Sq. Mt.** with rich collection of **Books, Journals** in addition to a vast collection of **electronic resources**. The library comprises reference, circulation, periodical, newspaper section and digital library. The library has automated with **Master Soft Library Manager Software**. Data entry, issue and return is done with **Lib Man Software since the automation of library**. The installed software has functionalities that enable a library to manage its housekeeping operations, viz., **acquisition of books and other materials, creation and maintenance of its catalogue database, circulation of its holdings** etc.

The Periodical section in the library is well designed to sit for longer hours to refer the Journals, **Magazines and Periodicals at the entrance** of the section. **Serials or Periodicals** processing are done through **the LibMan Software**. Subscriptions, renewals, Missing issue, communication with vendors etc. are done at the technical section and periodical section. **OPAC (Online Public Access Catalogue)** users after entering into library, they can check the status of materials available in the library through the **OPAC module**. Strict surveillance of the complete library is done through **CCTV Cameras**.

The Reading Room capacity is for 60 students and separate section is made available for **Research Scholars** with ample references. Direct access to **Online Journals** is available for staff, Researchers and students.

The institution offers its students state of the art library facilities with an access to INFLIBNET which caters to the needs of the faculty, students, staff.

The college journeyed from a manual facility to an automated Integrated Library Management System (ILMS). The automated library system can be accessed by any user machine with an internet connection. The remote access link **<http://sarallib.com/opac/index/29>** is available on the college website.

To put things into perspective, a dedicated college library email was created to facilitate access by faculty, students and external stakeholders connecting the librarian with the users.

Our library is a collection of various tools, of which some of the relevant application used routinely are stated below as:

Content Supported: textual material (e. g. books, periodical articles, sound files, web pages, full text, training materials, Power Point Presentation, images etc used for learning purposes.

User Orientation and Awareness: All the newly enrolled students are made aware about the various facilities provided by the College Library every year during Induction/ Orientation Programme organised on the scheduled time of the new academic session. The new entrants are also helped and trained in searching the books in the College Library by the librarian. This enables the Librarian to meet students and introduce them to the easy means of accessing the books on the shelves as well as available online.

Measuring the satisfaction level of library resources users: It is created to ensure the proper

management of books in the library. To overcome the up- to- date transformation for electronic resources various steps were undertaken by the institution with the consultation of library committee for maintaining highest academic integrity.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers **Free Internet Access** with high - **speed broadband, Wi-Fi facilities** which are required by students, research scholars and faculty for conducting research, writing research papers other research - oriented activities etc.

The college has subscribed services of National Library and Information Services Infrastructure for **Scholarly Content (N-LIST)** under **ID SA2182**, which is jointly executed by e-shodhsindhu consortium, **INFLIBNET Centre. National Library and Information Services Infrastructure** for Scholarly Content (**N-LIST**) provides access to more than **6293 e-journals and more than 195809 e-books**. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme. **INFLIBNET and N-LIST e-resources** are the software that predominantly facilitates access to the library remotely. However, in the event that students and staff are unable to access, an alternative is to use access through the college email and password. Students are thus **able to access UGC and its affiliate libraries**.

The college library provides **remote login facility of to all our students, Ph. D. Scholars and Faculty members to access digital resources online** subject **to following conditions:**

- Users can access online journals and e-books as per guidelines (rules) created under e-resource access policy and remote access policy.
- The information retrieved from these e-resources through remote/ campus access facility is used only for educational and research purposes and not for any commercial gains.
- If a user is found violating the above- mentioned conditions, he/she is liable to face strict

disciplinary action as decided by the Principal of the college.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	0.1	0.1	0.1	0.6

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

4.2.5

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

Response: 1.59

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: 30

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: 29

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: 32

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: 25

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: 30

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

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities:

To meet the digital challenges, the college provides a wide range of **ICT facilities** for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. 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, three laptops, digital camera**. The office is furnished with **high configured systems, connected with Internet and Wi-Fi, Biometric System and Close Circuit Cameras**. 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**. The college has appointed technical staff for **maintaining hardware and ICT infrastructure** in the campus. There are **18 computers in the college** which are loaded with latest versions of 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. So, the college **provides free Wi-Fi facility to all stake holders**.

Accessibility: The staff and the students have an access to internet with a separate user name and password. In the college **LAN and Broadband internet connections** are connected to **the Principal office, Administrative office, Library and Computer Lab**. Usage of multi-media is encouraged to construct and convey knowledge through web browsing, downloading, uploading for curricular and co-curricular activities. **Power Point presentations, Seminars and Assignments etc. are possible through the ICT facilities**. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

The college has **sufficient classrooms** and upgraded **Library, Computer Lab with Wi- Fi facilities**. Offices are located at **ground floor**, library and computer lab are located at **first floor** and **classrooms are located in ground floor and 1st floor**. There is an **Auditorium, Seminar Hall and Two classrooms with LCD Projector**.

Water Reservoir- a Well is there with **motor pumps and overhead tanks** so that a constant supply of running water is made available to all students, staff within the campus. **Aqua guard is fitted for filtered drinking water**. **Cleaning personnel clean the washrooms** four times a day, using disinfectants, detergents and naphthalene balls.

The campus maintenance is monitored through **surveillance cameras**. Indoor and outdoor game facilities are available and utilized by the students.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 17.6

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

4.3.4

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

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 91.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.5	6.8	1.8	2.7	3.0

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The college has made commendable efforts to augment the infrastructure to keep pace with academic advancement and growth. The college ensures optimal utilization of budget allocated for the maintenance and upkeep of the college infrastructure by preparing estimated budget for all expenses every year. For this college holds regular meetings of **Budget and Purchase Committee** constituted to plan and monitor the projects to be taken up in a session finally the annual audit is carried out to take stock of the situation.

The college ensures that the maintenance of all facilities is streamlined and performed periodically. The respective heads and concerned members discuss this issue with the principal.

Physical Maintenance Classrooms, Laboratories (Curricular Lab & Computer Lab): Classrooms, staffroom, Seminar Hall and Laboratories etc are meticulously cleaned and maintained. Teaching aids like computers, LCD Projectors, Audio-Visual, 24 x 7 Wi-Fi and internet facilities are maintained regularly. Furniture repairs are immediately attended by the carpenter available in the village.

System Maintenance: Computer Lab is well maintained by Technical Assistant. The college keeps the

maintenance of infrastructure facilities and equipment by hiring services of Mechanic Electrician and Technician. The official staff also takes care of regular maintenance needs and ensuring the network connectivity, maintenance of the servers and protection of the systems by installing anti-virus software. The maintenance of these facilities is being done by the deputed members of the staff regularly.

The green cover of the campus is maintained by our students, faculty and supporting staff.

Library Maintenance: Students should strictly silence inside the library. They are not allowed to carry eatables/ drinks inside the library premises. The Librarian and the assistant do clean the books regularly by dusting. Then they watch out for pests, remove bookmarks, papers or anything else within the pages prior to shelving. Every Academic Year the damaged books are identified and sent for binding. The library stock verification is done periodically.

Support Facilities- Electrical, Drinking Water, Lift, Medical Room, Fire Safety: The maintenance manager is in charge of maintaining all electrical and electronic equipment. Proper and Optimal use of electric lights/ fans/ projectors etc. is ensured. Safety Measures- **Fire extinguisher** and **Fire Sand Buckets** are kept in every floor for safety measures and the validation is checked periodically. **Annual Periodic Renewal Certificate issued by the Fire Service Department after inspection.** To ensure the safety of the students and staff members Medical Room is available with Medical Kit. Internet connectivity and **CCTV security system**, Air Conditions are maintained with the help of external agencies.

Sports Complex/ Ground/ Equipment: The Head of the Department looks after the Sports facilities and the activities. The Sports Committee takes the responsibility to augment and maintain sports facilities. The maintenance of the sports Courts, Playgrounds and gymnasium is done on regular basis. The Sports equipment are issued to the students as per the schedule of the events.

The regular maintenance and cleaning of classrooms, laboratories, Seminar Rooms, library etc. are done by supporting staff who are made available during day time in all days.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: C. Any 2 or 3 of the above

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

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	View Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: E. Any 1 or none of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 38.55

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2

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

Response: 20.59

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 07

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

Response: 00

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

Response: 00

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 20.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	02	02	02	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

The institution has a **Student Council** led by student representatives. The Student Council has members from different college committees. Optimum administrative and academic growth of the institution requires genuine participation of the students. Developing comprehensive programmes to pursue this participation is the sole aim of student teacher committees which significantly affect the smooth functioning and growth of the institution.

Constitution of Student Council: The college has an active representative body of students' which functions under the Council of Student Welfare, Principal and two teacher Representatives. The election of **Student Council** usually held within the first week of the new academic year and the formation of the Council democratically conducted as per the guidelines by university purely on merit basis.

Talent Hunt Programme: SGVPCCOEK is always keen in ensuring the smooth functioning at each juncture. **Talent Hunt Program** is conducted to showcase the hidden potentialities of the student teachers under the supervision of the Principal and faculty. Initially all the students are directed to speak in the stage in front of the audience.

The list of committees including intern teacher representation is:

1. **Discipline Committee:** Discipline Committee has been formed to take care of the student discipline and its related problems throughout the year during regular classes as well as on the various events. Class representatives are appointed for different classes for the maintenance of discipline in the institution.
2. **Cultural Committee:** Organizing cultural events in the college, conducting morning assemblies and youth festival preparations. University level Youth Festival in house programmes, celebration of Days of National and International importance.
3. **Library Committee:** Formulating the norms for issuing of the relevant books, updating of library resources, purchase and upgrade of software and enhancing of library services. It also considers suggestions from student council representatives for the improvement of library services.
4. **Internal Quality Assurance Committee:** IQAC committee is formed to initiate, plan and supervise various activities to increase the quality of education imparted in the college.
5. **Sports Committee:** Encouraging participation in sport activities and organizing sport events. The committee organises **Sports Day** every year, in the institution and take the students to different colleges to participate in various sports event.
6. **Grievance Redressal Committee:** The functions of the committee are **to look into the complaints lodged by any student/ faculty and judge its merit**. The committee is also empowered to look into the matters of harassment, if any. Anyone with genuine grievance may approach its members in person. As per the **3rd Amendment of UGC Regulations on, 'Curbing the menace of Ragging in Higher Educational Institutions, 2016, "Zero Tolerance"** policy is adopted.
7. **Curriculum Development Committee:** This committee invites suggestions from student

teachers for modification and refinement in the existing curriculum.

8. **Campus Cleanliness and Beautification:** Maintaining the clean college environment sets a good example to students. Campus cleanliness and beautification committee works for it and motivates the student teachers for the same. The committee supervises general cleanliness, support facilities like notice- boards, drinking water, waste management and other facilities for students.

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

5.3.2

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

Response: 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	8	6	12	12

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

SGVPCCOEK is a premier institute under the illustrious Janata Shikshan Mandal, Khiroda. It always strives towards excellence in overall development of its students to become professionally sound human resource of the country. In line with the traditions of premier colleges of India Sane Guruji Vidya Prabodhini Comprehensive College of Education, Khiroda also has a highly competent and active Alumni Association. It was established in 2004. A remarkable addition of new Alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. It is a matter of pride that Alumni of our institute have a strong placement record which explains that our former students occupy various key positions and have a strong eminent history in the different walks of their life. The institution has Alumni but it is not registered. The office bearers keep on changing every 5 years. The present Alumni Association is constituted with 07 members and very active in various activities. Alumni of the institution contributes both Non- Financially and Academically over the years in growth and development of the institution.

The Alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like Teachers' Day, Annual Function and Orientation Day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged.

Objectives of Alumni Association:

- To provide a forum for interaction and networking between the past students of Sane Guruji Vidya Prabodhini Comprehensive College of Education.
- To organize such programmes as may be of benefit to teachers, students and community.
- To provide job opportunities for the present students.
- To make efforts for educational, cultural and professional development of present and past students of the institute.

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

1. **Alumni Meet:** Every year Alumni arrange a yearly meeting during the year in order to conduct activities the concern meeting is conducted as per need.
2. **Placement:** There are a good number of Alumni in various schools and colleges who help in placing the final year and pass out students with their reference or sometimes in their own organisation.
3. **Academic Contribution:** Meetings of Alumni office bearers are held online/ offline on various agenda of conducting talks and to make the Alumni more interactive with the institution. Alumni who are highly accomplished, experienced in any field of expertise are invited as guest faculty, judges and address during occasions etc. The Alumni were invited to the campus every year to showcase their Professional experience which should pave way for the future generation to shine

in their fields.

4. Alumni are encouraged to go for higher studies and to give professional help, provision for library references whenever required. Qualified and competent Alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement.
5. **Apart from formal Alumni Association Meetings**, the institution also engages the Alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc. through various networking platforms mail, What's App etc.

File Description	Document
Upload any additional information	View Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

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

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

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

File Description	Document
Upload any additional information	View Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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:

Alumni Association of SGVPCCOEK plays crucial role in its functioning by student mentoring, student support, financial support and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic Alumni Association which works coherently with faculty in devising methods to improve teaching methods, muster resources, organise

events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lesson for classroom teaching, writing of synopsis, paper presentation and also participation in personality-oriented events like debate competition and performing arts etc.

Alumni members via Alumni Association meetings are sought directives as well as advice on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, plan internship and provide donations and accommodations. E-content development and extension of various online services to students for example website registration readily available notes and lectures as well as conducting online examinations smoothly. Feedback of members plays a very vital role in filling the lacunae in curriculum left unnoticed. This association works as ultimate watching who keep the institute on track to meet present targets in a time bound manner.

Thus, Alumni create linkage with service and professional organizations in the field of education. Many Alumni teachers from different schools had volunteered their support in providing their valuable time to be judge for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate etc.

Alumni as a Mentor: College organised Alumni meet which seemed as a great platform to share their knowledge, experience, achievement. Alumni gave valuable feedback for the upliftment of the students and the institution.

Alumni as Motivator: Mr. Avinash Nikam, our Alumni delivered a lecture on,” **“Facing the Interview”**. Through his words, he expressed his gratitude by saying that he was moulded entirely by staff members and he also highlighted that his life style was entirely changed and he proudly accepted that he had become a bold and versatile personality only with the guidance of staff members. Mr. Atul Surywanshi was invited as a chief guest for the programme of Guidance and Counselling Department. They motivated the student teachers by sharing their experiences and achievements.

Alumni as Academic Supporter: The meeting of Alumni Association was conducted on 9th April 2021, through Online mode. The aim of this meeting was to facilitate information exchange and maintain a Professional Networking and to enhance the Career Opportunities of the students. The college arranged the online programme on “Story Telling” with our Alumni. He shared his thoughts that ‘Story telling is an Art’, he motivated participants to implement those techniques in their teaching.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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.

The aim of the institution is to provide quality education in pedagogical practices to achieve the charism 'Pedagogy of the Heart.' Students' positive attitudes are internalized towards social issues, environmental concerns, emerging global and local challenges. Deriving at students' emotional stability is the prime vision of this institution which transforms the student teachers as a holistic person. 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 focussing on the mission of this college. We believe in decentralization of the work. So quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. 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.

We also prepare techno savvy teachers to be on par with technological, school/ college demands and pandemic demands. Preparing the student teachers to face challenges in areas that require due attention, thereby giving them a cutting edge over others.

The vision of the college is, **"Enlightening the Masses through Education."** The philosophy of the college is made known to the various stakeholders through displays, assembly session, college website,

actual practice, talks, exhibitions and workshops, contact with the community, consultancy and outreach programmes outside the institute. Need-Based community work is undertaken through CoP to help deprived sections of the society and develop sensitivity among students. Special programmes are conducted for women and help them to earn their living with the aim of developing sensitivity among students about equality and fraternity.

Under the efficient leadership, the institution endeavours to achieve the vision and mission through the following activities: Creating an intellectual climate/ environment by providing opportunities for learning beyond the syllabus/ boundaries to all areas of learning. We sensitize the student teachers about ecology and environment through Environment Club, Science Club. Students and staff play an active role and are committed towards creating an environment friendly campus.

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

6.1.2

Institution practices decentralization and participative management

Response:

The team at SGVPCPEK 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.

JSM 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.** JSM 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 JSM authorities. Our college is affiliated to the KBCNM University Jalgaon. The

university monitors and foster smooth governance and teaching learning process the Principal is the member of BoS.

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 then to **Coordinators 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 and morning assemblies 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 JSM.

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
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

SGVPCCOEK 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. The **audited report is generated automatically** and the balance sheet is uploaded online. Performance Appraisal Report (PAR) contains the details of the budget expenditure, it is also uploaded to maintain transparency. 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.

Paper-wise performance indicators are displayed and communicated to the students through the syllabus, notice boards and during orientation.

Library services are automated for students' access ability. Guidelines governing the B. Ed program, rules of attendance and of examination are available on the college website as well as in the prospectus.

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.

Statutory bodies are represented by faculty, management, subject experts, industry, nominees from

private and government, universities, alumni of the college and parents.

Administrative: **Admission notification** is made through what's apps groups and Facebook. **Admitted candidates are interviewed by the Principal.** The **fee structure** as 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. Faculty is trained through participation in **Continuous Professional Development (CPD).** All required records and registers are maintained.

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

Performance Appraisal Report (PAR) is **submitted to NCTE** and All India Survey for Higher Education (AISHE) to **Ministry of Human Resource Development (MHRD).** Data format containing the details of the student is submitted to affiliating university.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plans of all the departments are prepared after the institutional plan is drafted keeping in view the vision and mission of the institute. Academic activities are planned by adapting outcome- based education adopting student- centric teaching methods, choice- based credit system etc.

Our institution is committed to providing quality higher education and research, skill- oriented human resources and the plan is accordingly focussed on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The institution strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

The Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. She instils confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met.

During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties.

The administration involves the committees in various matters like **course structure and continuous evaluation, training & placement, career counselling and entrepreneurship**. Quality sustenance is craved out by training the faculty on cutting edge technologies, arranging infrastructure to nurture the R & D activity, promotion of professional bodies and their activities for the overall development of staff and students.

The plan is developed with an objective of achieving excellence through optimum utilisation of resources. Institution has a strong Strategic Plan prepared for 2017-2022 aiming at clearly formulated objectives.

1. Efficient Teaching erudition procedure
2. Effective Leadership and Participative management
3. Constant Internal Quality Assurance System
4. Ensuring effective governance
5. Students' Overall Development through Participation
6. Proper Discipline
7. Women/ Student/ Faculty Grievance

The management conducts regular review of compliance to Strategic Plan. It aims to conceptualize learning outcomes in more comprehensive terms and desires that its graduates possess distinguished academic and personal abilities.

Keeping in mind the changing rules, regulations and directives of conduct by higher education, it often meant preparing the academic calendar, without compromising on time, duration, content and quality whilst providing educational services. The Principal closely coordinates with the **IT team to ensure IT support to faculty, students and office staff** for smooth functioning.

The faculty was instructed to attend/ organize webinars for professional growth, to handle online issues and challenges. The Principal discharges her duties as evident in maintaining regular contact through **WhatsApp, Zoom, email and Mobile, delegating tasks and facilitating** the teaching learning process. Programme of National and International importance are celebrated online.

In this contemporary technological world, our college also played a vital role. The staff of college is committed to use **ICT in education. On this strategic plan, the staff of our college was also involved in e-content development.**

The Strategic Plan was successfully implemented based on the actionable tasks mentioned in Strategic Plan and the outcomes are clearly visible now.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

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

Administrative Set up: JSM 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. The college calendar is

prepared for various academic and non- academic events. List of holidays, dates of House Test and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. 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.

Appointment: As the college id Government Aided institute, strictly follows the rules and regulations laid down UGC, NCTE, State Government and affiliating university for the selection of teaching and non-teaching staff. After permission from the State Government 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.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

The institution has constituted various committees for successful and productive functioning of college activities. Their composition is in the college almanac for transparency. 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 including Educational Tours. 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 internal exam and other assessment are conducted as per the decision of IQAC.

The resolution of conducting annual sports in the meeting of **sports committee** with IQAC is also organised. The **Guidance and Counselling Committee** conducts various programmes and provide guidance to student teachers. Placement Cell organises Placement Camp for the second-year students.

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. A National Seminar on, “**Multidisciplinary National Seminar Online on, “Towards a Holistic and Multidisciplinary Education- NEP 2020”** held on 13th April 2023 in our college.

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. Every three years, the syllabus of B. Ed programme is revised to align with contemporary changes and announced through State/ Central directives or in the public domain. In preparation for this meeting, the faculty members who are the member of BoS is assigned subjects depending on area of expertise and

required to prepare for orientation of the respective papers and respond to queries if any. The approved copy of syllabus is uploaded on institutional website.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies instruments, the JSM permit deviations that commensurate with the Institutional Vision, Mission and Strategic Plan for the academic year. 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.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The management have humanitarian outlook towards its teaching and non- teaching staff without discrimination. The institution adopts welfare measures to improve staff well- being, motivation towards the development of the institution and finally the satisfaction of each employee.

Measures adopted for the welfare of the staff and faculty are as mention below:

- Gives academic freedom for staff members, funding faculty development programs, deutes on duty for attending Seminars/ Workshops, Permission for higher studies.
- Congenial atmosphere in the staffroom. Rest room for peace and tranquillity.
- Recreational programmes organized by the management for the well- being of the staff.
- Leave facilities as per the UGC and state government rules.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- Faculty is informed about their CAS and the provision to secure them whenever they are eligible.

- The institution conducts seminars for improving the competencies of the teacher educators.
- The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences.
- Extension lectures on Research Methodology and inhouse elaborate study on NEP 2020 and attending the same conducted by other institutions.
- Staff members are encouraged to participate, present and publish papers in the seminar which are organised in other colleges and universities for professional mobility.
- The college has well- furnished staffroom, drinking water facility, computer with printer facility etc.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Free use of gymnasium for all SGVPCCOEK employees is available.
- Teacher Educators are deputed to attend Orientation, Refresher and short -term courses conducted by UGC.
- All the TEs at our institution have attended Orientation Course, Refresher Course as well as Short Term Courses.
- They were encouraged to pursue Ph. D. and now all they are Ph. D. Degree holder. After completion of doctoral study, they are entitled to get three more increments and placed in a Senior Pay Scale.
- Provision of medical and maternity leave is in place.
- Teachers' Day is celebrated to boost the professional morale of teachers.
- Superannuation of the staff is celebrated with a sense of gratitude.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Short term interests free loan facilities are made available for teaching and non- teaching staff.
- Loans are provided for the required employees.
- For the major ailments, medical facility is provided by State Government.
- Free Uniforms are provided to housekeeping staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

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: 12

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences /

workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	0

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

6.3.3

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

Response: 10

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

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

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

6.3.4

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

Response: 56

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	03	04	04

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

The college has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the educational objectives. In addition to the actual performance, other aspects such as citizenship behaviour, potential for future improvement, strengths and weakness are also factored into the appraisal. The major initiatives undertaken by the institution for Teacher Educators are numerous Continuing Professional Development (CPD) Programmes such as workshops, research projects, consultancies, seminars, training programmes. Staff Academy, motivation for paper publication and books writing etc. conducted very frequently. We believe that more than attending training programmes, organising and conducting programmes, owing to the accountability involved, lead to better development.

In this respect, the college strictly adheres to the UGC Regulations on minimum qualifications for the appointment of the teaching faculty, who in due course staff may upgrade their qualifications.

The salient features of the Performance Appraisal System are:

- Every year at the end of each Academic Year **Self Appraisal report** is submitted to the management. The format for the same is structured by the UGC as PABS Format.

- Another more open- ended Self- Appraisal is submitted to the Principal it includes SWOT as well as suggestions for improvement in the work culture at the college.
- The college undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.
- The college accords appropriate weightage for these contributions in their overall assessment.
- Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research.
- Performance assessment details are recorded in the service register. Promotion and Career Advancement is fixed, based on the performance assessment which is scored through API set by the guidelines of UGC.
- Minor and major research projects are encouraged to be taken up and duly forwarded through proper channel.
- Faculty is encouraged to contribute to publications and UGC approved journals.
- The teaching standards of the staff are assessed through the mechanism of feedback from the students and teacher peers and this enables the Management to assess the teacher's performance.
- The feedback is sought from the students on feedback performance and teacher evaluation form.
- Assessment of teaching and research are also discussed in staff meetings.
- Student Council meeting with the Principal to give feedback is a source for staff performance or appraisal.
- Performance appraisals focuses on improvement in area of professional knowledge, practices and engagements.

The Non- teaching staff are also assessed through annual performance appraisals.

- For the contingent staff, the college has its own criteria to evaluate their performance periodically.
- Factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non- teaching staff and academic staff, cooperation with superiors, subordinates, colleagues, students and public, organizations, communication skills, technical abilities are all considered during the appraisal for assessment.

The Principal regularly holds meetings with the teaching and non- teaching staff to inform them about their performance for their improvement and progress.

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

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. Qualified Internal Auditors from external sources are permanently 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 accrual basis system.

External Audit: The External Auditor appointed by the Sanstha performs audit of the financial statements of the college. The financial records are audited by qualified Chartered Accounts Ms. KGP & Associates 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 Tally.

Finance Committee oversees the college's financial well- being. The accounts section looks into the maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality irrespective of the budget granted and utilized. Budgetary provisions for the departments are made based on the requirements/ inputs provided by the in-charge teacher. The departments propose their budgetary requirement for the particular year. In the capacity of the Member Secretary of the Higher Education, the Principal puts forth proposals on finance related matters and seeks approval and ensures its apt implementation. Annual budget for institute is prepared at the beginning of the financial year, considering potential income and expenditures (recurring and non- recurring) involved for the year. Considering the actual value from R & P statement, the final budget is prepared and send for approval to the Governing Body of the Society. The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The financial management transactions are done through Tally Accounts management software to deal with huge volumes easily. Fee collections/ payments are operated through online for the convenience of the students/ parents. The salaries of all the employees of the institute are computerised. All the expenditures including the purchases of recurring items are done through Cheque/ NEFT/ RTGS mode for the sake of transparency. This mode makes the process quite easy and accounting is done as per the standard norms. However, the transactions are done through Internal and External Audits Yearly once. The **Internal Audit Committee** is headed by **Head Clerk** with members from account department and in charge teacher various departments of the institute. They check the ledgers, cashbooks, journals at the end of every financial year by following accrual system. The external auditor who is a registered **Chartered Accountant** appointed by the college performs the audit of financial statements, Income and Expenditure statements and balance sheet.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

SGCPCCOEK 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 government aided institute**, salaries are paid by the State Government.

The **primary source is through collection of other fees excluding tuition fees**. The **other fees** are fixed by the affiliating university. 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 quotations, e- trending, 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. Conduct feasibility studies before the implementation of any new endeavours emphasizing quality. Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation.

The following are few stances of resource mobilization:

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 planning board and the finance committee plans ahead and submits a proposed budget to the governing body for approval. The Principal encourages faculty to engage in paid educational consultancy work that generates revenue for the college in addition to accruing goodwill. The institution allocates resources before the commencement of the academic session by improving the campus amenities, enhancing facilities for the faculty and allocating funds for the requirement of the institution. All sources of funds are summed and clear, accurate accounts are maintained. Annual Stock verification is undertaken by assigned faculty.

Strategies for Optimal Utilization of Funds:

Apart from meeting the recurring expenditures the funds will be used for :

- **development and maintenance of infrastructure**
- **green campus activities.**
- **Research and Development purposes.**
- **effective teaching and learning process, co-curricular and extra- curricular activities.**
- **Social Service activities as a social responsibility.**

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

In the pursuance for **quality assurance, quality up- gradation, assessment and accreditation, and institutionalization** the college established the **Internal Quality Assurance Cell on 01/07/2005**. As soon as the IQAC was established in the college in 2005, the process of quality enhancement and sustenance was begun through different strategies.

Composition of IQAC

Correspondent of the institution

Chairperson- Head of the institution (Principal)

A few senior administrative officers

Three to eight faculty members

One or two local members

One of the faculty as coordinator

The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. The three practices institutionalized by IQAC are:

- 1.Promotion of Research
- 2.Streamlining of Administration
- 3.Sustaining quality in academics and administration

1.Promotion of Research:

- IQAC recognizes the significance of promoting a research environment amongst staff and students. It helps the interested teachers in writing research project proposals and publishing the research work by conducting research methodology workshops.
- Providing the latest information about the quality journals of UGC Care List and Peer Reviewed Journals, encouraging them to publish prolifically.
- Establishing collaboration with colleges and other institutes of eminence with the objective of encouraging student and faculty exchange programmes.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.
- Organising National and State level Seminars and Conferences on subjects enveloping a board

range of themes/ sub themes relevant to NEP 2020.

- IQAC organized ICT, NEP 2020 Workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

1. Streamlining of Administrative Practices:

- IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.
- The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.
- Administrative and Academic Audit are conducted.
- IQAC believes in establishing a democratic pattern of administration.
- The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular programme and also, they are provided with opportunities to hone their skills.
- Self Enhancement Workshops are organised from time to time to improve Data Management skills of the staff.
- Minutes of IQAC is presented to the apex statutory bodies.
- IQAC acts as a nodal agency of the institution for quality related activities and prepares the annual quality assurance report. Over the recent five years, IQAC has taken the lead in the endeavours to get the best Accreditation Certification by NAAC.

1. Sustaining quality in academics and administration:

An improved teaching- learning environment has been facilitated by the automation of the admission, financial and assessment procedures as well.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

The IQAC of the college has **devised several mechanisms** to review the effectiveness of the teaching-learning process, structures and methodologies of operations in the institution and strived hard for its reforms.

- **Adequate space in classrooms, quality instruments and equipment in laboratories,** appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year.
- **A good number of faculty participation in syllabus revision workshops** enhances the preparedness for effective teaching- learning in the classrooms/
- **Scheduling of courses in the timetable** is done by keeping in view various factors such as the nature of courses like compulsory/ electives/ add- on/ remedial etc. on one hand and schedules of co-curricular and extra- curricular activities on the other.
- The IQAC is also keen on teachers' training and retraining workshops organised to diversify the teaching methodologies used by the teachers in their day-to-day teaching practices.
- The most commonly used methods are **projects, internship, field visits and ICT based** teaching including LSM like **Google Classroom**. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.
- Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each year.
- In addition, the college calls parents' meetings. The parents are invited to the college for a discussion with the teachers in the presence of the students.
- During such meetings, the teachers share with the parents their observations about the studies and behavioural patterns of the student.
- Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the IQAC.
- The course wise analysis of results of the university exams is also taken.
- As a quality measure, academic audit is also conducted by college and reports to be sent to JSM.
- IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance.

Some quality enhancement measures taken by college are:

1. **ICT usage** in teaching learning process.
2. **Remedial classes** are arranged to achieve desired learning outcomes.
3. **Delivery of Demonstration Lessons** by the subject teachers.
4. Participation in **various co-curricular activities**.
5. **Tutorial sessions** for practice.
6. **Participative learning programmes** such as interactive sessions, peer observation etc.
7. Emphasis is on contextualization and development of appropriate teaching- learning context catering to needs of the society.
8. Student teachers are trained to critically analyse curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.
9. Language proficiency of student teachers are enhanced through the Communicative English Project and certificate courses.
10. Deliberate efforts are made to make student teachers realise the integration of knowledge of core papers into methodology.

The IQAC continuously assesses the teaching- learning process and takes action to enhance its quality.

The Institute rigorously adheres to the Academic Calendar, which is developed in advance, published and disseminated.

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

6.5.3

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

Response: 9.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	07	08	05	07

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

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

6.5.5

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

Response:

In 2012, NAAC assigned the institute a 'B' Grade. Since then, IQAC has been strengthened and actively participated in the implementation of a number of quality incremental activities based on NAAC observations to maintain an effective teaching- learning process for the students as per the vision and mission.

Quality Evaluation: The institution reviews its teaching- learning process, structure and methodologies of operations and learning outcomes at periodic intervals as follows:

Agenda: Minutes of meeting was held at periodic intervals, Feedback collected, analysed and used for improvements, completion, plan for next academic year activities, university process.

Discussion: Minutes of meeting was reviewed, the President and Secretary discussed about the approval of new organisational structure of the college and the decision was taken and the Role of Responsibilities is assigned.

Feedback Analysis: Students are required to provide feedback course wise as well as program wise. The feedback received is collected and the data analysed to observe the pattern of learning and achievement.

Diversified Student- Cantered Assessment: Continuous evaluation of the assessment system in line with current education research and national and state directives, assessments focused on measuring learning. **During COVID- 19** the college introduced **online examinations using various formats.**

Credit Bank System as promoted by NEP 2020. Students are encouraged to register for the Credit Bank System.

Collaboration: Realising that improvement in quality could not be achieved in isolation the institute endeavoured to approach corporate stakeholders in the education business to inform students teachers of innovations in the teaching learning process. MoU are signed with the KCE'S College of Education & Physical Education, Jalgaon, Various Secondary Schools of Khiroda, Krushi Vidnyan Kendra Paal.

Administrative:

IQAC: The IQAC has developed a Self- Evaluation & Feedback form for their personal improvement of the non- teaching staff members. Self- Enhancement Workshops are organised from time to time to improve Administrative and ICT Skills.

Seminars/ Workshops are organised. Through a series of Workshops students were exposed to ready-made- do- it- yourself kits that enhances their teaching apparatus.

Library Reforms: The library automation process is fine tuned to include more reference books, Manuscripts, Journals and other relevant material so that students can obtain maximum benefits through remote access to the College Library. Research Centre has been established in the library to facilitate teachers to use the ICT and e- resources for the purpose of doing research.

Administrative Increments: Community Engagement and Extension Activities:

After second cycle of Accreditation and implementation of two year B.Ed programme a shift from working independently gave way to collaborative work with non- governmental organizations outside the college premises.

- The student teachers conducted awareness programmes related to health and nutrition, low-cost nutritious food, importance of clean surrounding, avoiding public littering, inoculation regime and other aspects.
- In the succeeding year the emphasis shifted to **awareness on Swachh Bharat Programme and COVID Pandemic and its impact** on Society and on Education. **Women Empowerment Programmes** were also carried out.
- An awareness programme regarding **personal hygiene** that were conducted during school internship by our student teachers.
- **Cleanliness drive** in the Khiroda village was conducted and **spreading awareness** about plastic free environment.
- At the college level, **campus cleaning and “Go Green” initiative** was planned and conducted. During **COVID -19 Online competition on Slogans and Motifs** were conducted.
- The student teacher not only spread awareness regarding COVID- 19 but extended **Psycho-Social support on call to the ailing COVID patients.**
- The student teachers took up initiative to distribute essential commodities such as **Masks, Sanitizers to the poor people of their village or community.**

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

The college is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the Vision and Mission of the college, there is a need to protect the college's immediate environment, therefore utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimising pollution and reusing material for benefit of individual and society at large. **Students are not only oriented during the induction program** on the endeavours towards **sustainable living**, but also throughout the course work the concept of sustainable development and living is integrated into all the course activities.

Disseminating the concept of **energy conservation** through **teaching methodology in value- based lessons** showcase integrating essential components of sustainable development in the concepts of **Science and Social Sciences** internalized by the student teachers.

The institution's **Energy Conservation Cell** resolves its energy conservation policy with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of **Discipline Committee**.

Policy Statement:

- **Energy conservation** is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Policy Objectives:

- To promote awareness to increase and encourage **minimization of energy waste**.
- To ensure realistic and comprehensive reduce of energy to **save energy usage cost**.
- To improve energy efficiency through consistent, safe and secure methods.
- To ensure safe handling and minimize wastage by facilitating repair and reuse.
- To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.
- To assure acceptable indoor air quality and natural light facility.

Action Plan:

- **Extension Lectures** of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage minimization of energy waste.

- **Periodical Meetings of Energy Conservation Cell and College Discipline Committee** regarding orientation of rules, regulations, facilities and observations.
- **Well- designed building** to maximize the use of **natural light and ventilation**.
- **Sensitization** of staff and students to **turn off lights/ fans** when not in use.
- **Air Conditioners** are used only when necessary.
- Use of modern more **cost- effective LED Lights**.
- High wattage **conventional CRT Monitors** have been replaced by **Low Power LCD Monitors** in all the laboratories and offices.
- Performance to **outdoor games, open gym** facility for both students and staff Preference to **Energy- efficient Appliances with Timers and Energy Star Ratings** which consume less energy. **Floor-wise master switches** for each room to shut down power of entire room when not in use.

Students through various **Club activities** are also involved in the **decision- making process** so that sustainable practices can evolve reflecting emerging needs of the environmental protection. **Environment Club members** remind one another regarding **Plastic Free Campus**.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

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

Response:

Waste Management Policy Statement:

The institute has a policy whose underlying philosophy is sustainable waste management by increasing resource efficiency and harmonizing the relationship between society, environment and economy. The college Plan of Action includes an essential role in sustainable development by not only preparing student teachers for professional access but also by harbingering in them a civic duty as citizens of the society.

The institution's **Waste Management Cell** resolves its **Waste Management Policy** with **Objectives and Action Plan** in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college **Beautification Committee**. The **responsibilities** and organizational arrangements for this **Waste Management Policy** lie with a variety of personnel within the college i. e. **Principal, Staff and Non- teaching staff, students**.

Policy Statement in the institution all types of wastes are disposed of responsibly by using proper waste

segregation mechanism at the source. It applies the motto, to reduce, reuse, recycle and recover waste products.

Policy Objectives:

- To ensure that **waste management** is performed in **accordance with all**

waste.

- To **minimize waste generation** at source and **facilitate repair, reuse and recycling.**
- **Disposal of wastes** in a **cost- effective manner.**
- To promote environmental awareness in order to increase and **encourage waste minimization, reuse and recycling.**
- To invest into the expansion of recycling opportunities in the college and **transform waste into value added products.**
- To ensure the **safe handling and storage of wastes** in the college.
- To provide **appropriate training and code of conduct** for staff, students and other stakeholders on waste management issues.
- To promote holistic approach of waste management in the campus.

Action Plan:

The Institution takes following significant initiatives for waste management.

Extension lectures of persons with expertise in the area to promote awareness about waste management **in order to minimize waste management issues.**

Periodical meetings of Waste Management Cell and College Beautification Committee regarding **orientation of rules, regulations, facilities and observations.**

Cleaning/ Waste Management Facilities are provided and looked after by **Beautification Committee.**

Procedures are adopted to **dispose obsolete and unusable items** preventing accumulation of junk and allowing **optimum utilization of space.**

Use of paper for routine correspondence is discouraged; **notices, order, circulars,** etc. are issued electronically **through e-mail or e-governance.** **Different coloured Waste Bins** across the campus are placed at strategic locations and every lab maintains separate bins for wastes. **Safe disposal of hazardous waste,** which cannot be recycled or reused, is adopted depending upon waste category. **Vermi- Composting** to use biodegradable waste collected from the campus.

Reusing Waste: The papers that are used on one side and not used for documentation purposes are reused for drafting purposes. Additionally, while using papers for documentation both sides are utilized whenever feasible.

Recycling Waste: The waste water is reused for gardening.

Revitalizing Waste Materials: The student teachers are encouraged and trained to use papers and e-

waste materials that are thrown as garbage to create innovative teaching aids and decorative items via SUPW/ Art and Craft.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

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

Response:

The institution following the **motto Reduce, Reuse and Recycle**, took subsequent steps in the above-mentioned context.

Cleanliness: The institution is supported with an efficient contingency staff meticulously working towards keeping the campus clean. The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of 'Body, Mind and Soul'. Saturdays are allotted for cleanliness drives in classrooms, labs, corridors, grills, windows mopped thoroughly. The **Committee rooms, Principal's office, Administrative office, Staff Room** are vacuum cleaned. **Upholsteries of the Examination Cell, IQAC Cell Sick Room** are changed periodically. **The Computer Lab is cleaned** with vacuum cleaner. The bookracks are dusted regularly. The Air Conditioners are annually serviced for efficient performance. Facility for clean and safe drinking water is ensured by the RO system. **Drawing and Poster Competitions, Slogan Competitions etc. are conducted.** Regular cleaning of overhead tank is taken up.

Sanitation: Institution ensures 24x7 **water supply to all the washrooms.** The **washrooms are cleaned and disinfected regularly.** All required toiletries are made available and replenished from time to time. **Adequate number of washrooms, restrooms** are provided for staff and students. Currently, the institution is in compliance with WHO COVID appropriate SOPs and following the ICMR Guidelines.

Green Cover and Pollution Free Environment: Our institute makes efforts to spread awareness among the students regarding pollution free environment with **following activities:**

Entire campus has **three well-maintained lush green gardens** having **approximately 200 trees and Plants. Flowering creepers** adding to the serene atmosphere. Many of the plants are of **Medicinal Value.** These species of plants and trees enable the student teachers of better understanding of important botanical concepts and innovative teaching approaches. When the garden is in full bloom, it creates a serene and picturesque view with the sense of mental bliss.

- Every year **Tree Plantation** is carries out to increase green cover.

- Instructions to turn off the lights when not in use.
- Recycle and reuse of waste papers.
- Minimum use of Plastic Bags in campus.
- Minimum Use of Fans and Air Conditioners- use of natural light and ventilation by constructing big size windows and spacious corridors.
- Participating in awareness program regarding Pollution Free Environment.
- Presentation of 'Plant-Saplings' to invited guests.
- Encourage senior students not to throw away their notes and books at the end of the year, rather donate in the college library or their juniors to avoid paper wastage and energy.
- Interactive sessions with experts on the importance of clean water, decent toilets and good hygiene and Best from Waste.
- Students present Skit and Street Plays on theme 'Save Water', 'Save Girl Child'.
- Tutorial Display boards with news, quotes, thoughts etc. on hygienic lifestyle.
- Discussions in assembly sessions to share ideas on cultivating habits of cleanliness in daily life.
- Use of Ceramic Cups at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

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

7.1.7

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

Response: 24.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.3	0.8	0.4	0.8	1.7

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document

7.1.8

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

Response:

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practise and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

The curriculum of teacher education training program includes topics to address **Environment and Sustainability, Social issues**, which strengthen the students' **affinity to the environment** and provide them content knowledge.

- The institution conducts outdoor programs related to curriculum, exposing students to **first- hand experience- cleanliness and Health Campaign, Value Inculcation Program, Workshops on Life Skills, Best out of Waste, Seminar on Good and Bad Touch** in internship practicing schools.
- Provide opportunities to **work together with neighbouring schools and community members** by helping in providing them resources and facilities for use, which directly fosters social connectivity, trust, bond and network between students and communities. **Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day, Promoting biodiversity through Energy Conservation, Waste Management, Greenbelt in Campus.**
- Organization of **Extension Lectures and Seminars on Road Safety and Traffic Rules, Swatch Bharat, Religious Equality, AIDS and Human Rights Day**, etc. to make students aware about the environmental issues, social burning issues. These lectures make a connection to and a responsibility for their local environment.
- Organization of **Cleanliness Drive** to encourage students to clean the Village and local surroundings.
- Students are assigned projects on **'Tree Plantation' and 'Beti Bachavo, Beti Padhavo'**. This type of projects provide them relevant learning experiences for knowledge, awareness and ability to make decisions that promote health and well- being for themselves and their communities.
- **Field Trips** are arranged to make students aware about the **places and environment around** them and provide opportunity to work with local people to understand their problems.
- **Visits in Museum, Historical Monuments to make them familiar about their own culture, history and other cultures and develop respect for their heritage.**
- Organizing **cultural heritage program, youth fest.** Institution shares resources with the sister institutions and also work in collaboration with them.
- The institution **'Strengthens ties with the Community and help the Marginalized'**.
- The institution arranges **workshops on English Communication Skill** for the students from **rural background to bridge the gap between urban and rural background students** and bring the marginalized to main stream.
- Institution organized and participated in Health Check-up Camp for social welfare.
- Develop a system that **facilitates home- school- community communication.** To fulfil this purpose our institution **arranges Alumni Meets, Assemblies, and Parent Teacher Meetings etc.**
- Institution has **linkage with other Educational bodies, NGOs.** Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice.
- **On behalf of NSS Unit, during COVID Pandemic, A camp on COVID-19 Vaccination** was organized and distributed free masks and awareness pamphlets. Students were encouraged to drink Turmeric Milk as an immunity booster.
- **Voters' awareness rallies** and lectures were done.

- To empower the concept of gender equity several programs are conducted.

Apart from the national celebrations, local festivals are celebrated to make students aware of the importance of the place and appreciate its rich heritage.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Internalizing Pedagogical Skills-

Title of the Practice: Arming student teachers with the power of change.

Objectives: To:

- Equip student teachers with knowledge and a desire to understand
- Prioritize ways to create inclusive environment.
- Build student teachers with resilience.
- Restate pedagogical skills to confront the challenges of the 21st century workforce and develop leadership.

The Context:

Pedagogical Skills includes the capacity to plan, general and subject specific knowledge, the capacity to connect the research in the subject of interest.

The Practice:

The programs provide ample inflection points for developing pedagogical skills as follows:

The Entry Level: setting the stage for professional networks and are briefed on the provisions and services available.

Admission Process: students profiling is used for their SWOT.

Content Test: is administered Methodology wise to measure the levels of conceptual understanding.

Mentorship: students are assigned to Mentors.

Internship: at different levels of schooling affiliates to State and other Boards.

B. Ed: Prior to internship student teachers are oriented for simulated classroom teaching. Regular course work and certificate courses ensure usage of ICT.

Library Hours: Provisions are made in the time -table for students to inculcate reading habits.

Participation in Events: Pedagogical Skills are fine-tuned through mandatory participation in committees, college activities, celebration of festivals, community outreach activities. **Professional Progression:**

Focussed Assignments

Placement drive.

Evidence of Success: Some of our student teachers continue higher education and some are School Counsellors, Administrators, Principals and Content Writers etc.

Problems Encountered:

- Diverse Socio-Cultural backgrounds.
- Balance home and work.

Resource required:

Academic tutoring

Best Practice II

Green and Clean Campus- Environmental Preservation

Title of the Practice: Green Campus initiatives are becoming integral part now days. SGVPCCOE, has initiated the Green Campus program in order to support a sustainable and climate- friendly environment.

Preamble:

We takes the responsibility of maintaining a **Green Campus**, take environmentally friendly initiatives and increase environmental awareness among its faculty and students.

Objectives:

- Maximize use of day light and natural ventilation.
- Segregating solid waste.
- To ensure continuous supply of water throughout the year.
- To replenish ground water through rainwater harvesting.
- To plant sufficient number of trees, potted plants, keep the campus green, pollution free and pleasant.

The Context:

Our focus behind the **Green Campus program** is to ensure the sustainability of sufficient water, and natural resources for our future generation.

The Practice:

The college takes efforts for maintaining the Campus Green and Clean as follows:

- Tree plantation drive.

- Herbal Garden
- College promotes students to use bicycles.
- Plastic Free Campus.
- Use of saplings as a gift to guests.
- The Slides are prepared as a backdrop instead of banners.
- Environmental Awareness Programs are organized.
- Environmental Education is an Elective Subject in B.Ed.
- Experiential learning is a regular practice.

Evidence of Success:

Campus has **three well-maintained lush green gardens** having **approximately 200 trees and Plants**. **Flowering creepers** adding to the serene atmosphere.

Problems Encountered:

- Our college is situated in a hot Summer Zone. Sometimes plants are destroyed by sunstroke.
- Proper balance of Economic, Social and Environmental Condition.

Resource required:

Funds for maintenance.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Vision and Mission of the institution clearly points towards a **Value Based Education** based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of rural and marginalized section students. The college **successfully implemented the Choice Based Credit System**, which was introduced by Affiliating University in 2019. The focus is on skill development, career- oriented programs through **Value Added Courses**. **Special attention** is given to weak students especially belonging to **ST/SC, OBC and Minority groups**. This college **caters to the**

needs of rural students.

The number of girl students also remains good in college. The focus of the institution remains on the **betterment and welfare of the girl students. Women oriented programs** are frequently organized in the college **to motivate the girls**. As it is a rural area, most of the girls either would have remained at home or would have different tracks. The college administration always endeavours **to provide such girls a good platform to exhibit their talents in different activities** in the college. **The institution focusses at developing to its best ability the vision of the college**. Our college believes in philosophy that students are the most essential and crucial stakeholder. **So to make them professionally and socially competent, special efforts are made in this context**. In our institution, students from **diverse socio-economic and academic background** are enrolled annually. For character building, Virtues like respect, responsibility, love, honesty, tolerance and co-operation are strengthened. Through environmental education, clean and green campaigns, trying to preserve the natural wealth. College maintains its accountability i.e. **“Dignity of Labour”** among the student teachers.

Non- Scholastic Activities

Talent Hunt is done to spotlight the hidden talent of the students and guide them in enhancing such potential. **Yoga training** is given to the students as well as faculty. Soft Skills Training program on Communication Skills, Interview Technique, Social and Emotional Intelligence, Stress Management, Workshops on Art & Craft/ SUPW are conducted.

Support System

Mentor- Mentee system is in practice, this enables the teacher educators to identify and resolve the academic and personal issues of students. The student teachers are given **orientation and coaching** for competitive exams.

The Student Council paves the way for the students to obtain leadership skills and belongingness and realizes their roles in the community. Placement Camp is conducted every year. The college focuses on teaching **gender equity**.

Green Initiatives

Various activities are taken to elevate greenery and conserve energy resources. Promoting plantation, prohibiting plastics, thermocol and polyethylene bags.

Distinguished Features in Community Outreach of the institution

- Vaccination Camp during COVID-19 Pandemic
- Sanitization and Mask Distribution
- Gram Safayi (Cleanliness drive)
- Art and Craft Exhibition for Women
- Beti Bachao, Beti Padhavo Campaign
- Health Check-up Camp for the Rural people
- AIDS Awareness Rally
- AZADI KA AMRIT MAHOTSTAV
- Lecture Series on Life Skills during COVID-19

- A Workshop on, “NEP 2020 implementation guidance for school teachers’

We are distinct in a psycho-socio-emotional-motor domain of preparing joyful, happy teachers for tomorrow who would serve the society.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Establishing itself in the Khiroda soil for empowerment of rural community and specially girls, this college strives to maintain high standards not compromising on the quality. The Faculty endeavours to search for new venues of knowledge, to sustain its position in the field of education. Over the past 53 years, the college has progressed towards ICT resources, technology based educational experiences, are commissioned for first- hand exposure. **Bottom- up strategy to facilitate equity** in instructional transactions. Internal quality benchmarking of the college anticipates students' expectations.

Highly qualifies faculty with Ph. D., SLET/NET qualified. One of the faculty member is **Acting Dean of Interdisciplinary Faculty of KBCNMUJ** and some are acting as Supervisors and guiding **Ph. D. students enrolled in KBCNM University Jalgaon.**

We strive in **building engaged schools, focusing on its people and not in the process. Our mission is people driven.** In this era of technology, we respect all outstanding teachers' and **scaffold them to leverage their natural talents.**

Moral Education is an integral part of teaching learning process. The focus is to produce **Value based, Professional and Globally competent teachers.** The college is gearing up to set our target higher, to reboot our operating systems and attempts to be excellent in areas that set stage for human resources who model themselves towards the vision and mission of the college.

The college is also working **to get a status of an autonomous college**, so that the college get enormous amount of freedom while conducting the **various activities involved** in teaching learning process, which makes an institution best in class. The college will also focus on getting the **recognition from UGC as a college with Potential Excellence.**

Teachers are the key to the implementation of NEP 2020. Keeping this in mind, all efforts are being made to prepare student teachers for the successful **implementation of NEP 2020** by organising **Lecture Serious, National Seminar and Workshops.** In this regards, awareness is done among students in combination of conceptual, practical, personal and social skills that will be needed by the teachers for **transforming India into Bharat and re-emerge as Vishwa Guru.**

Concluding Remarks :

SGVPCCOEK established in 1970, is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon on a permanent basis and **Government Aided College with 2 (f) & 12 (B) status from the UGC.** It was accredited by the NAAC in 2012 with B Grade. Information regarding the college has been uploaded on **All India Survey of Higher Education (AISHE) portal.** The college website is updated periodically. Currently the college offers B. Ed two -year course with the vision, **“Enlightening the Masses through Education.”**

The IQAC reviews the curriculum from time to time according to the dynamic needs of the society by organizing workshops, seminars and conferences. Further, the institution organizes **various outreach activities**

for community development and participates in **Swachh Bharat Abhiyan, Health Awareness Campaign** and collaboration with sister institutes.

The institution is situated in a green serene ambiance. The Vision and Mission of the Institution markedly focus on the empowerment of the rural sector from an agricultural background and elevating their standards and they are reflected in the curriculum and administration with the support and guidance of the governing body.

The **INFLIBNET** based library encourages students to widen their knowledge. The staff members **employ innovative and multiple modes of approaches** to deliver the content. **Mentoring System** gives special individual care to all the students.

Besides academics, the institution insists the students to take part in sports and **cultural activities at the University and National level.**

College provides a platform for **skill development**

The **admission process** is **transparent and systematic** as per the rules and to retain the students with diverse backgrounds.

Green practice and Energy conservation practices are given the highest priority to **create eco-friendly** rules in the campus.

To sum up, through **a holistic and heart- centred approach** to mentoring, teacher resources and professional development **SGVPCCOEK** is committed help student teachers to reach their full potential in life and career. We produce a **conscious- minded** teacher who are deeply attuned to the needs of every individual in the classroom. They believe in **teaching and learning experiences that are meaningful, collaborative, creative and transformative.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none">Faculty of the institutionHead/Principal of the institutionSchools including Practice teaching schoolsEmployersExpertsStudentsAlumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above</p>										
1.1.3	<p>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</p> <ol style="list-style-type: none">Website of the InstitutionProspectusStudent induction programmeOrientation programme for teachers <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p>										
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>08</td><td>08</td><td>08</td><td>08</td><td>00</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	08	08	08	08	00
2021-22	2020-21	2019-20	2018-19	2017-18							
08	08	08	08	00							

Answer After DVV Verification :

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

Remark : HEI is not offering any value added course.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	40	16	00	00

Answer After DVV Verification :

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

Remark : Data updated as per metric id 1.2.1.

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Data updated as per supporting documents.

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**

	<p>6. Assistive Devices and Adaptive Structures (for the differently abled)</p> <p>7. Multilingual interactions and inputs</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supportitng documents.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : Data updated as per supportitng documents.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p>

	<ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication

	<p>2. Simulated sessions for practicing communication in different situations</p> <p>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</p> <p>4. Classroom teaching learning situations along with teacher and peer feedback</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.4	<p>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</p> <p>1. Teacher made written tests essentially based on subject content</p> <p>2. Observation modes for individual and group activities</p> <p>3. Performance tests</p> <p>4. Oral assessment</p> <p>5. Rating Scales</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <p>1. Preparation of lesson plans</p> <p>2. Developing assessment tools for both online and offline learning</p> <p>3. Effective use of social media/learning apps/adaptive devices for learning</p> <p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <p>1. Planning and scheduling academic, cultural and sports events in school</p> <p>2. Planning and execution of community related events</p> <p>3. Building teams and helping them to participate</p> <p>4. Involvement in preparatory arrangements</p> <p>5. Executing/conducting the event</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <p>1. Library work</p> <p>2. Field exploration</p> <p>3. Hands-on activity</p>

	<p>4. Preparation of term paper 5. Identifying and using the different sources for study</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>

2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <p>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</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p>																				
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>21,050</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.2</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : Data updated as per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	21,050	00	00	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	0.2	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
21,050	00	00	00	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.2	00	00	00	00																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <p>1.Seed money for doctoral studies / research projects</p> <p>2. Granting study leave for research field work</p> <p>3. Undertaking appraisals of institutional functioning and documentation</p> <p>4. Facilitating research by providing organizational supports</p> <p>5. Organizing research circle / internal seminar / interactive session on research</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p>																				

1. **Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Answer before DVV Verification : A. All of the above

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	09	08	13	13

Answer After DVV Verification :

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

Remark : HEI has provided the incomplete data, HEI has not provided the details about presence of journal in UGC care listed journals.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
06	09	08	13	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	5	7	8

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	10	03	03	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	2	1	2

Remark : Data updated as per supporting documents for extension activity only.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	00	08	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	00	0	00

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

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

Remark : Data updated as per supporting documents.

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

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

	<p>Answer before DVV Verification : 05</p> <p>Answer after DVV Verification: 1</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution</p> <p>Answer before DVV Verification : 12</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>69528</td><td>466173</td><td>40178</td><td>44262</td><td>97522</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.6</td><td>4.6</td><td>0.4</td><td>0.4</td><td>0.9</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	69528	466173	40178	44262	97522	2021-22	2020-21	2019-20	2018-19	2017-18	0.6	4.6	0.4	0.4	0.9
2021-22	2020-21	2019-20	2018-19	2017-18																	
69528	466173	40178	44262	97522																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.6	4.6	0.4	0.4	0.9																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <p>1. e-journals</p> <p>2. e-Shodh Sindhu</p> <p>3. Shodhganga</p> <p>4. e-books</p> <p>5. Databases</p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : Data updated as per supporting documents</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>21528</td><td>19594</td><td>17722</td><td>14056</td><td>63926</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.2</td><td>0.1</td><td>0.1</td><td>0.1</td><td>0.6</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	21528	19594	17722	14056	63926	2021-22	2020-21	2019-20	2018-19	2017-18	0.2	0.1	0.1	0.1	0.6
2021-22	2020-21	2019-20	2018-19	2017-18																	
21528	19594	17722	14056	63926																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.2	0.1	0.1	0.1	0.6																	

4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <p>1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: E. None of the above Remark : Data updated as per supporting documents.</p>																				
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>452210</td><td>682456</td><td>188052</td><td>272085</td><td>308439</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4.5</td><td>6.8</td><td>1.8</td><td>2.7</td><td>3.0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	452210	682456	188052	272085	308439	2021-22	2020-21	2019-20	2018-19	2017-18	4.5	6.8	1.8	2.7	3.0
2021-22	2020-21	2019-20	2018-19	2017-18																	
452210	682456	188052	272085	308439																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4.5	6.8	1.8	2.7	3.0																	
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <p>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</p> <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>																				
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <p>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</p>																				

	<p>website</p> <p>3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</p> <p>4. Provision for students to submit grievances online/offline</p> <p>5. Grievance redressal committee meets on a regular basis</p> <p>6. Students’ grievances are addressed within 7 days of receiving the complaint</p> <p>Answer before DVV Verification : B. Any 5 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p>																				
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>23</td><td>12</td><td>09</td><td>16</td><td>19</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>8</td><td>6</td><td>12</td><td>12</td></tr></table> <p>Remark : Data updated as per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	23	12	09	16	19	2021-22	2020-21	2019-20	2018-19	2017-18	15	8	6	12	12
2021-22	2020-21	2019-20	2018-19	2017-18																	
23	12	09	16	19																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	8	6	12	12																	
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <p>1. Motivating the freshly enrolled students</p> <p>2. Involvement in the in-house curriculum development</p> <p>3. Organization of various activities other than class room activities</p> <p>4. Support to curriculum delivery</p> <p>5. Student mentoring</p> <p>6. Financial contribution</p> <p>7. Placement advice and support</p> <p>Answer before DVV Verification : A. Any 6 or more of the above</p> <p>Answer After DVV Verification: C. Any 2 or 3 of the above</p> <p>Remark : Data updated as per supporting documents.</p>																				
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p>																				

	<div>1. Planning and Development</div> <div>2. Administration</div> <div>3. Finance and Accounts</div> <div>4. Student Admission and Support</div> <div>5. Examination System</div> <div>6. Biometric / digital attendance for staff</div> <div>7. Biometric / digital attendance for students</div> <div>Answer before DVV Verification : A. Any 6 or more of the above</div> <div>Answer After DVV Verification: C. Any 3 or 4 of the above</div> <div>Remark : Data updated as per supporting documents.</div>																				
6.3.3	<div>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</div> <div>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</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>23</td><td>06</td><td>09</td><td>05</td><td>02</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>02</td><td>02</td><td>02</td><td>02</td><td>02</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	23	06	09	05	02	2021-22	2020-21	2019-20	2018-19	2017-18	02	02	02	02	02
2021-22	2020-21	2019-20	2018-19	2017-18																	
23	06	09	05	02																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
02	02	02	02	02																	
6.5.4	<div>Institution engages in several quality initiatives such as</div> <div>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</div> <div>2. Timely submission of AQARs (only after 1st cycle)</div> <div>3. Academic Administrative Audit (AAA) and initiation of follow up action</div> <div>4. Collaborative quality initiatives with other institution(s)</div> <div>5. Participation in NIRF</div> <div>Answer before DVV Verification : B. Any 3 of the above</div> <div>Answer After DVV Verification: C. Any 2 of the above</div> <div>Remark : Data updated as per supporting documents.</div>																				
7.1.3	<div>Institution waste management practices include</div> <div>1. Segregation of waste</div>																				

	<div>2. E-waste management</div> <div>3. Vermi-compost</div> <div>4. Bio gas plants</div> <div>5. Sewage Treatment Plant</div> <div>Answer before DVV Verification : B. Any 3 of the above</div> <div>Answer After DVV Verification: C. Any 2 of the above</div> <div>Remark : Data updated as per supporting documents.</div>										
7.1.4	<div>Institution has water management and conservation initiatives in the form of</div> <div>1. Rain water harvesting</div> <div>2. Waste water recycling</div> <div>3. Reservoirs/tanks/ bore wells</div> <div>4. Economical usage/ reduced wastage</div> <div>Answer before DVV Verification : B. Any 3 of the above</div> <div>Answer After DVV Verification: D. Any 1 of the above</div>										
7.1.6	<div>Institution is committed to encourage green practices that include:</div> <div>1. Encouraging use of bicycles / E-vehicles</div> <div>2. Create pedestrian friendly roads in the campus</div> <div>3. Develop plastic-free campus</div> <div>4. Move towards paperless office</div> <div>5. Green landscaping with trees and plants</div> <div>Answer before DVV Verification : A. All of the above</div> <div>Answer After DVV Verification: D. Any 1 or 2 of the above</div>										
7.1.7	<div>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</div> <div>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>131805</td><td>83814</td><td>47018</td><td>88662</td><td>175663</td></tr></table> <div>Answer After DVV Verification :</div>	2021-22	2020-21	2019-20	2018-19	2017-18	131805	83814	47018	88662	175663
2021-22	2020-21	2019-20	2018-19	2017-18							
131805	83814	47018	88662	175663							

	2021-22	2020-21	2019-20	2018-19	2017-18
	1.3	0.8	0.4	0.8	1.7

7.1.9	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>37</td><td>14</td><td>17</td><td>10</td><td>11</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>34</td><td>14</td><td>16</td><td>09</td><td>10</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	37	14	17	10	11	2021-22	2020-21	2019-20	2018-19	2017-18	34	14	16	09	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
37	14	17	10	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	14	16	09	10																	
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>88</td><td>56</td><td>35</td><td>28</td><td>35</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>51</td><td>40</td><td>16</td><td>18</td><td>15</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	88	56	35	28	35	2021-22	2020-21	2019-20	2018-19	2017-18	51	40	16	18	15
2021-22	2020-21	2019-20	2018-19	2017-18																	
88	56	35	28	35																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
51	40	16	18	15																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>06</td><td>06</td><td>06</td><td>07</td><td>07</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	06	06	06	07	07										
2021-22	2020-21	2019-20	2018-19	2017-18																	
06	06	06	07	07																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	04	05	06	06

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
549771.53	282197.25	238186.78	382927.95	628751.57

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.4	2.8	2.3	3.8	6.2

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 22

Answer after DVV Verification : 5