SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VIDYA PRATISHTHAN (MAHARASHTRA)'S COLLEGE OF EDUCATION, AHMEDNAGAR

VIDYA PRATISHTAN (MH)S COLLEGE OF EDUCATION, 105/2, KEDGAON
DEVI ROAD, AHMEDNAGAR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

The town, Ahmednagar was founded in 1494 by Ahmad shah Nizam on the site of a more ancient city, bhingar. With breakup of the Bahamani Sultante, Ahmad established a new sultanate in Ahmednagar, also known as Nizam Shahi dynasty.

It was one of the Deccan sultanates, which lasted until its conquest by mughal emperor Shah Jahan in 1636. Aurangzeb, the last great Mughal emperor, who spent the latter years of his Reigon, 1681-1707, in the Deccan, died at Khuldabad near Aurangabad in 1707, and a small monument marks the site. Maharani Ahilyabai Holkar was born on May 31, 1725 at Chichondi village of Jamkhed talukd in Ahmednagar district. In 1759, the peshwa of the Marathas obtained possession of the place form Nizam of Hyderabad and in 1790, it was ceded by the Peshwa to the Maratha chief Daulat Rao Sindhia. Ahmednagar was invaded by a british force under General Wellesley and captured. It was afterwards restored to the Marathas, but again came into the possession of the British in 1817. According to the terms of the Treaty of Poona, Numerous Mughal-era buildings dot the environs. Ahmednaga fort, once considered the second most unimpregnable fort in India, was used by the British to house Jawaharlal Nehru (the first prime minister of India) and other Indian Nationalists During his confinement by the British at Ahmednagar Fort, Nehru wrote the famous book The Discovery of India.

Vision

Vision :

- To strengthen and empower school Education, for National

  Development .

- To be a leader in Educational services.
- To provide a Unique learning Experience which will enable the Students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate in social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation-building process.

Mission

Mission : We will leverage our strengths to execute creative educational projects to facillate leading – edge information and communication services affordable to all individual.

- To strengthen the weaker sections of state through higher education.
- To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.
- To give them confidence that they are the creators and not the creatures of their fate.
- Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Value added courses on skill and personality development are in place.

Efforts to enhance community skills add value to students' behavioural learning

System of institutional quality assessment is in place.

The college caters to the needs of disadvantaged groups of students by providing scholarship and feeconcession.

The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.Women Development Cell addresses gender relative issues.

The College monitors the growth of disadvantaged students.It has excellent rapport with alumni and parents.

Various counselling and awareness programme being run by college to aware the guardians.

Thecollegehasmechanisminplaceforperformanceassessmentandusingtheevaluationtoimproveteaching research and service of the staff.

Ahmednagar Talent Search Examination conducted by the Institution for standers IV and VII.

Institutional Weakness

Institutional Weakness

Lack of interest in research work

Lack of educational awareness among parentsLack of ultra mechanism

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

Limited Teaching Staff

Due to late Admission we fece lot of problems.

Institutional Opportunity

Institutional Opportunity

College Campus: The College has a spacious campus & play ground with scope for further improvements increation of infrastructure and other physical facilities.

Reach: The College is located the middle of the city that is quite convenient and accessible for the studentsfrom surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distancecolleges have got a good opportunity here to achieve their dreams and uplift careers.

Institutional Challenge

Institutional Challenge

Placement in best ICSE,CBSE and State Board schoolsSlow learners

Week communication skills

Financial crises faced by number of studentsAdmission of students

Appointment of teacher

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

This criterionre latestohowacourseiseitherassignedbyauniversityorisfullycomplementedorenrichedbyan institution, with the mission and vision statement of the institution based on the permissible freedom incourse design Is compatible. It also considers the practices of an institution in introducing a wide range ofprogram options and courses that are relevant to regional and national needs in line with emerging trends.Flexibilityanddiversityarealsoestimatedthroughthiscriterionforstakeholderinvolvementindifferentlevelsof learners, career orientation, multi-skill development, and annular updation.

Teaching-learning and Evaluation

Multiple mode approachto teaching-learning is adoptedby teachers which includesexperiential learning, participative learning, problem solving methodologies, brain storming, focusedgroup discussion, online mode, etc. for enhancing student learning

Infrastructure and Learning Resources

Teaching, Learning & Infra Facilities

Ventilated&SpaciousClassRoomswithGlassBoards&LCDProjector,Conference & Seminar Hall, Dedicated Music Rooms, Well equipped DrawingHallwithdrawingboards,DigitalLibrary,LatestConfigur edDesktopComputers,SoftwareswithPrintersandwellequippeduptomarklaboratories.

Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton,Judo and Boxing etc.

Saprate Common Room for girls

MI Room with medical first aid and stretchers.Gymnasium with latest fitness equipments.

Fire Extinguishers

Generatorforpowerbackupwiththecapacityof42KVARunning Canteen with a seating capacity of fifty students.

WaterCoolersforregularwatersupplyandsanitarynapkinforgirlsinthewash rooms.

Student Support and Progression

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 Speechtraining

4. Capability to develop a seminar paper and a research paper; understand/appreciate thedifference between the two

5.E-contentdevelopment

6.Onlineassessmentoflearning

Governance, Leadership and Management

Thecollegepracticesdecentralizationandparticipatorymanagementinkeepingwithitsbeliefincollective leadership and democratic traditions. A particular reflection of this practice may be seen in theextensive delegation of authority to the teachers in the college.

Institutional Values and Best Practices

VidyaPratishthan College of Education is organizing blood donation camps since last two years. These campsare organized in association of local clubs with the help of nearby Janseva Blood Bank, Ahmednagar. For organizing suchblood donation camps, this college is an ideal place as Janseva Blood Bank, Ahmednagar is situated within a radiusof3kilometers.Blooddonationcampshavebecomearegularfeatureofthiscollegeandeveryyearatleastonecamp are organized in the college. The students generally feel enthusiastic to donate blood and noteven boys but girls also participate in this noble mission voluntarily. Besides this, the teachers also donateblood during these camps. This practice is being continuously observed every year without fail.

The second one practice of our college is rather unique. A ˜Welfare Fund for needy students" is generatedonthe partofteachersofthiscollegefromtheirownpocketvoluntarily.Thiswelfarefundiscollectedwithaviewtohelpingthose studentswhoareactuallyneedyandcannotpayeventheirfees.Thiswelfarefund is functional for the last two years and the identification of such students is done on the basis of merit cummeans. From every department, two students are chosen and the needful amount is given to such studentsduring each semester. Not only this, even these students are helped with books. With the passage of time,the idea is to expand the scope of this fund in order to facilitate more students.

Research and Outreach Activities

As per NAAC guidline we fill all information about research & outreach activites. our institution have run research center . 57 students doing research for Ph.D. with this ahmednagar talant Search Exam. & other social awarness activities impleteted by our institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA PRATISHTHAN (MAHARASHTRA)'S COLLEGE OF EDUCATION, AHMEDNAGAR
Address	Vidya Pratishtan (MH)s College of Education, 105/2, Kedgaon Devi Road, Ahmednagar
City	Ahmednagar
State	Maharashtra
Pin	414005
Website	www.vpahmednagar.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ravindra Maruti Chobhe	0241-2551420	9850998797	0241-2551420	vpahmednagar@gmail.com
IQAC / CIQA coordinator	Avinash Onkarrao Bhandarkar	0241-	9404237194	0241-2551420	avinash.bhandarkar@rediffmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-01-2016	View Document
12B of UGC	13-01-2016	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	01-01-1965	701	Onword

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	Vidya Pratishtan (MH)s College of Education, 105/2, Kedgaon Devi Road, Ahmednagar	Urban	2	2362.49

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,Bed	24	B.A. B.Com B.Sc.	Marathi	50	33
PG	MEd,Med	24	B.Ed. B.A. D.TEd.	Marathi	50	20
Doctoral (Ph.D)	PhD or DPhil ,Research	92	M.Ed. M.A. Education	Marathi	92	57

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				2				16			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	2				2				8			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				16			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	2				2				8			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	6	0	0	6
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	0	0	6
Yet to Recruit				3

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	2	0	5
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	28	0	0	0	28
	Female	53	0	0	0	53
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	30	0	0	0	30
	Female	27	0	0	0	27
	Others	0	0	0	0	0

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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	1	0	1	3
	Female	2	3	8	4
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	0	1	4	4
	Female	7	8	4	6
	Others	0	0	0	0
General	Male	12	2	6	6
	Female	19	14	17	21
	Others	0	0	0	0
Others	Male	4	0	1	6
	Female	0	8	0	2
	Others	0	0	0	0
Total		45	37	43	53

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Basically B.Ed. syllabus is multidisciplinary because Arts, Commerce & Science faculty student admitted in B.Ed. course, Science Maths, languages & Social Science content & How to teach courses conduct by college.
2. Academic bank of credits (ABC):	All B.Ed. & M.Ed. students create the Academic Bank Credits (ABC) Id for multipurpose use.
3. Skill development:	For allround development of students college implemented the soft skills and life skills program. Microteaching skills, Teaching Skills & Cultural acitivties skills are also implemented with curriculum.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our library is enriched by multidisciplinary subjects books which is on the Indian knowledge. The students enrolled for Mooks courses of Indian government.
5. Focus on Outcome based education (OBE):	College students participated in various outrich activities like Ahmednagar Talent Search Examination (ATS) Swachha Bharat Abhiyan, Blood Donation Camp, Plantation etc.
6. Distance education/online education:	College conduct the study center of Savitribai Phule Pune University, Pune for BA, MA, B.Com, M.Com in different subjects as well as study center of Yashwantrao chavhan open university, Nashik for B.ed & Diploma in School Management (DSM).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Not Applicable
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Not Applicable
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.	Not Applicable
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Not Applicable

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	

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
120	93	79	81	78

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

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

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

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2021-22	2020-21	2019-20	2018-19	2017-18
52	41	35	45	33

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
52	41	35	45	33

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
68	53	43	36	45

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
7	7	6	6	9

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
19	19	19	19	19

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
21.416	10.095	19.863	20.241	14.503

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

3.2

Number of Computers in the institution for academic purposes..

Response: 10

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

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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:

The institution deploys a number of action plans for the effective implementation of the curriculum. As per the guidelines of the SPPU, Pune University lectures, tutorials, research work, activities and practical classes are conducted. The timetable of the college reflects the schedule of lectures, tutorials and practical classes that are held for students. In the beginning of the academic year, the college prepares an academic calendar comprising of the entire schedule for the year. For effective curriculum delivery, classroom teaching is also supplemented with seminars, projects, group discussions, and study tours. Every teacher works on this and finds out slow learners and advanced learners and efforts are taken for their development. Objectives for Curriculum Planning and implementation 1. To develop personal, professional, and communication skills in student-teachers 2. To develop the competencies of classroom management, event management, use of technology - ICT use, crisis management, life skills, and stress management, etc. in the Students through various cultural and community programs. 3. To inculcate the spirit of compassion, empathy, harmony, tolerance, secularism, democracy, and national integration enabling them to become enlightened individuals. 4. To provide an environment that promotes sensitization to environmental and global issues and enhances the creativity of the Student teachers to enabling them to face the changing and challenging situations at professional and personal levels. 5. To prepare the Student teachers as agents of social change through the activities like community work (CW), Women Development Cell (WDC), extension work, non formal education etc. 6. To develop self-reliant learning habits amongst them, students to make them lifelong learners.

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: E. Any 1 or none of the above

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

1.1.3

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

1.   **Website of the Institution**

2.   **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: D. Any 1 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](#)
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: 56.34

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
24	24	24	24	24

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
52	43	40	45	33

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](#)
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
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[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
00	00	00	00	00

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](#)

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
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum Provided and adopted by college is useful for coherent understanding of the field of teacher education. Student learns and aware about aspects of teacher education from the core courses like contemporary Indian Education, Learning and teaching, Assessment and evaluation of learning, Advanced pedagogy, Quality and Management of School education, School and inclusive school, Knowledge and curriculum language across the curriculum and from Pedagogy of school Subject.
One month and 4 month Internship for first year and second year respectively is included in curriculum. Student assist school teachers in their routine academic work as well as in activities organized in the school. Also student keeps record and write report about what he learn. In special Pedagogy paper of school subject students get such knowledge From this activity students learn the procedural knowledge about chosen specialization.
Micro teaching and simulation teaching is included in the first year curriculum where as practice teaching included in both years. Skills necessary for teaching are to be developed first. Self, peer and teachers feedback is important part for that. Once skill developed opportunity given to students for applying in the various practice teaching schools.
Field visits, Internship programs are useful in developing competencies such as emotional intelligence, critical thinking and communications.

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

1.3.2

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

Response:

Institution familiarizes students with the diversities in school system in India as well as in an and comparative perspective. We go to Principals of schools and get permission from them for lessons and other activites. We take option from students select school.

Diversity is everything that makes people different from each other. This includes many different factors:race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or politicalbelief.

If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school,you're not doing your job.

Children go to school to be prepared for the workforce, so teaching must effectively address and embracethe realities that come with living and working in a diverse school, community and country. Diversity inthe classroom doesn't just improve social skills, it can also have an impact on academic results. Itimproves critical thinking skills and encourages academic confidence.

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:

Students are participated in the planning committee of Cultural events, Sport events, also they are organizing
curricular and co curricular activities for the school students during Internship. Give them opportunity to teach Online. TBT Practical is the part of syllabus helps in understanding project based learning. Field visits, group discussions were organizing frequently.

File Description	Document
Documentary evidence in support of the claim	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: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	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: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	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: 49

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 additional link	View Document

2.1.2

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

Response: 49.6

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
25	27	21	30	21

02-09-2023 09:55:20

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
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: 1.22

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
0	2	1	0	0

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

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:

Response:

The college distinguishes the moderate students and progressed students at the time of admission. Ourcollege's admission commitee members investigate the talent level on the behalf of previous educationaccordingly and clasified them into moderate students and the high level learners.The high level learnersstudents are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They arelikewise propelled to take up subjects in which they have performed well. The moderate students, thenagain, are guided alongside their folks to take up subjects and courses most appropriate for them.

System adopted for moderate students:

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. Thestudents is isolated into different groups and given separate topics for attempt the questions. The topic aredistinguished and they are asked to step through exams that are exceptionally detailed by their needs.University questions are given to them to be tackled.The guardians are called by the educators to makethem mindful of the students's academic performance and how they should be regulated to achieve greatresults. Directing meetings for both the students and guardians are coordinated at customary intervals.   In afewcases,thehealingandinstructionalexerciseclasseswereadditionallyledforthestudents.Studentsaregiven assignments on the achievement basis so that they can start exploring and creating.

progressed students:

Progressedstudentsarealsoidentifiedbythemarksobtainedinschoolandcollege/universityexaminations.
They are motivated to join skilled courses and are guided in a legitimate way to seek afterdifferent Vocation Choice. Students are urged to attend college clubs and ceremonies that are associatedwith youth festivities and inter-college competitions such as deliberations, proclamations, exams, writingarticles, collage-production, and so on. The bright students are further given some mini projects andsurveys to enhance their research skills. They are given additional lab work and additional scholastic tasksto use their abilities and clean them.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: E. Any 1 or none 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](#)

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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20

2.2.4.1 **Number of mentors in the Institution**

Response: 6

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:

2.3.1 Multiple mode approachto teaching-learning is adoptedby teachers which includesexperiential learning, participative learning, problem solving methodologies, brain storming, focusedgroup discussion, online mode, etc. for enhancing student learning

Response:

Ourcollegeisensuringtheuseofstudent-centeredmethodssuchasexperiential,participatorylearningandproblem-solving methods in the teaching-learning process. The following activities are being regularlyconducted by the college to make learning

activities more student-centric.

- **Experimental learning:**

Ourcollegeisgivingallstudentstheoccasiontoassumeajobasateacherandhaveinsightofeducatinginthe   class room. We are additionally promising students to coordinate projects at departmental level. It isassisting the students with improving their insight, introduction abilities and personality enhancement.

- **Participant Learning:**

OurCollegeisutilizingparticipatoryfiguringouthowtourgestudentstobeeffectivelyassociatedwiththelearning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Seminar,Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	6	6

- **Problem Solving Methodologies:**

Casestudiesareprovidedtoimprovecriticalthinking,creativityandproblemsolvingskillsamongstudents   and are asked to prepare project reports by various departments

- **Brainstorming as teaching strategy**

First, a small group of students is formed. They are approached to sit in a group and are given aspecific issue or point.

Teacher, as the group leader, then ask group members to think about the problem and give theirideas.Theyareadvisedtofindasmanysolutionstotheproblemastheycanfind.Theyaretoldnotto   condemn

others thoughts however they are allowed to make considerations to others thoughts.Students are encouraged to put forward suggestions without hesitation even if they seem to comeup with unusual and unorthodox ideas.

Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment orremark of any kind until the session is finished.

- **Focused Group Discussion**

UsingthisstrategyinvolvesgatheringstudentsfromsimilarstreamslikeScience,Artstogethertodiscussaspecific topic of interest. It is a form of qualitative research where questions are asked about theirperceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk withother group members; unlike other research methods it encourages discussions with other participants. Itgenerally involves group interviewing in which a small group of usually 8 to 12 students. It is led by ateacher in a loosely structured discussion of various topics of interest.

- **online mode**

Nearly all teachers are using Google Classroom Application to teach their respective subjects. Whats AppGroup is created for all students to discuss their issues with teachers about various subjects. During theCovid-19 pandemic, students are being taught through online medium 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](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 0

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

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

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

2.3.3

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

Response: 41.67

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: 50

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

2.3.4

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

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

Response: D. Any 1 of the above

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

2.3.5

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

Response:

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in studentsResponse:

Variousprovisionsinthecollegesupportandenhancetheeffectivenessofthefacultyinteachingandmentoring of students.

The working environment of the college is conducive for the overall development of the faculty aswell as the student teachers.

Mentorteachersarechosenfortheirabilitytomodelqualityteachingpracticesthathonourdiversityandcreateclassroomenvironmentsthatsupportpersonal,socialandacademicsuccessforall students. They are enriched further by arranging talks on the themes like multi-culturalism,inclusiveness and, straight away on mentoring.

The teachers are provided with additional space in the college for establishing direct rapport withtheneedystudents.Theyfeelfreetosuggestanyremedial/corrective/reformativestepswhichthe

college tries its level best to translate into material success.

Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etcthrough which learning is made effective & efficient.

There is provision for attending various faculty development programs. The college strives toenhancethefacilitiesandequipment'ssothatthefacultydoesnotfaceanydifficultyintheperformance of its assigned tasks.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for 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: E. Any 1 or none 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](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

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

Response:

Innovation in **education** encourages **teachers** and students to explore, research and use all the tools toun coversomethingnew.Itinvolvesadifferentwayoflookingatproblemsandsolvingthem.Thethinkingprocess that goes into it **will** help students develop their **creativity** and their problem solving skills.

Creativity, innovation and learning

Creativity and **innovation** are fundamental to all disciplines and an essential **part** of the learning process,forminga nimportantdimensionoflearninghowtolearn.Theyarealsofundamentalto**teachers**improving their professional practice and to school development.

learninginvolveschallenging,refiningandimprovingunderstandingbybeingmadetothinkhard.Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to becreative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes itparticularly powerful is thatit requires not only knowledge and understanding of the domain beinginvestigated,but also a willingness to question and not be constrained by existing knowledge. Learnersshould understand how they can question or challenge established knowledge to help them to formulatetheir own understanding, and imagination can play an important role: 'One cannot think creatively unlessone has the knowledge with which to think creatively. Creativity represents a balance between knowledgeand freeing oneself of that knowledge'

For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, itmustbegroundedinunderstandingofthecontentbeinginvestigated.Itisvitalthatlearnershavesufficient

understanding of the material with which they are being asked to be creative. Creative practice needs tocomplement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

An alternative, and probably more accurate, representation would be to include creativity as a processinvolved in skills at all levels represented in the taxonomy, and increasingly so with higher order

skills. Itmight be thought that remembering factual information does not involve creative processes. Creativeapproaches can be very helpful in remembering information. The processes used by champions at theWorld Memory Championships are highly creative as they use the mind's capacity to recognise andremember chunks or patterns that have meaning to the individual muchmore effectively than isolatedfacts.

In **life skills education**, Students are actively involved in a dynamic **teaching** and **learning** process. The**methods**usedtofacilitatethisactiveinvolvementincludeworkinginsmallgroupsandpairs,brainstorming, role play, games and debates.

File Description	Document
Documentary evidence in support of the claim	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: D. Any 2 or 3 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
Link for additional information	View Document

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 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](#)
Link for additional information	[View Document](#)

2.4.3

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

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

Response: C. Any 2 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](#)

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
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: E. Any 1 or none 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
Link for additional 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: C. Any 3 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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Selection/identification of schools for internship: participative/on request

Internship of students is arranged in various private and government aided schools every year. The studentteachers Practice Teaching comprises about 48 lessons, which include

In the introduction to Internship the student teacher will complete the following activities –

- Observation of Experienced teacher lessons (6 Lessons)
- Preparation of lesson notesfor diverse needs students (4 lessons)
- Report writing of observed co-curricular / extra curricular activities
- Essay writing of activities assisted by student teacher
- Conduct of lesson (2 Lesson)

Course Code – 207 Teaching Competencies – IV :

Internship Programme – 16 Week (8 credits) 200 Marks

In the Internship the student teacher will complete the following activities-

- Block Teaching (8 lessons)
- Plan of Evaluation
- Study of the school record maintained by school
-

- Observation of Peers.
- Other school activities / Programme

Course 110 – B Introduction to Internship : 4 Week (2 week) 50 Marks

    The aims to develop in the students perspective about education, professional capacities, teacher sensibilities and skills.

number of lessons (i.e. 20 in each subject) required by the NCTE

- Thestudentteachersinvolvethemselvesinallschoolactivitieslikeconductingtheassembly,arrangingsports events, school day, Festivals, evaluation, etc.
- They develop files, prepare models and charts.

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

2.4.9

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

Response: 1.79

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

Response: 29

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: D. Any 2 or 3 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](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

V.P. College of Education adopts effective monitoring mechanisms during Practice teaching isconducted in various local schools.

Internship programme student teacher engagement with the field. The aims to develop in the students.

Perspectives about education, Professional capacities, teacher sensibilities and skills.

Students teacher get an opportunity to observed the teaching of experienced school teacher

Student teacher develop lesson plan under the guidance of the school teacher.

Student teacher observed co-curricular and extra curricular activities organized in the school

Assist the school teacher in her / his day to day work.

Teachersofconcernedschoolsalsoobservethelessons.Theschoolteachersareencouragedtogive suggestions for improvement.

Teachereducatorsandschoolteachersnotedownremarksonthelessonplanbook.Thus,onthespot feedback are provided to the student-teachers.

Morefeedbackcomesintheformofdiscussionwiththeobserverswhichisdonesoonafterthelesson is finished;

Detailed feed back is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken intoconsideration for bringing about improvement. The process of observation and feedback is comprehensiveand continuous.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Link for 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 additional Link	**View Document**

2.5 Teacher Profile and Quality

2.5.1

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

Response: 36.84

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 57.14

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

Response: 4

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

2.5.3

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

Response: 13

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

Response: 91

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

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:

The teaching community must keep themselves to pace on this path of change to implement new ormodified methods of teaching-learning process to suit the requirements of the day. This is how teachers mustdeveloporupdatethemselves.Thisdevelopmentofteacherscanbebroadlyclassifiedintothreeareasviz. Personal (Self- Centered); Professional (Student-Centered); and Social.

Personal: Self-Centered Development

Teachers can attain this development in two manners – Formal and Informal. Formal methods include:attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teacherson latest developments in the field of education, which help them update with latest concepts that arerequiredforprofessionaldevelopment.Writingarticles/books,materialproduction,publicationofresearchp apers, etc also help a lot in this form of development. Action research that draws out conclusions at theend of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works,professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plansand using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time totime. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers onlywhen they reach out to the mental level of the learners. Over a period of time there have been

tremendouschanges in the setup of our education system. Teachers have to have demonstrate that they posses somespecial characteristics to handle the changing times and trends in education sphere.

Social: Reflective

Manisasocialanimalandsoisateacher.Hisneedsdonotdifferfromanyotherlivingcreature.Butsincehe is entrusted with the job of 'shaping the future of a country' as stated in Kothari Commission, he has tolive a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and makenecessary changes to suit the need of the hour.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institutionResponse:

VidyaPratishthan College of Eduation sticks to academic schedule which is being given by the SavitribaiPhule Pune University for Conduction of nonstop internal evaluation system. The academic calendar involvesthedatesofcommencementandcompletionofthesyllabus,timetablesofinternalexamsandsof orthItsetout the dates of term end examination. The time tables have been arranged and executed in like manner.The teachers define teaching plans as indicated in the academic calendar and guidelines of the SavitribaiPhule Pune University.ThetimetableofexternalexaminationisfixedbytheUniversityandthesameisdisplayon notice board for the students. Any changes are conversedto the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

1. Every teacher conducts regular class Seminar and Group Discussion to related topic.

Principal & Teacherscleardoubtsofstudentswithadviceaboutwritingcorrect&appropriateanswers. The regular monitoring is done by the college Governing Council. The Principal heads curricularand extra curricular review meetings on regular basis to check the execution and progress of all theactivities in the academic calendar.Basedonthesereviewmeetingssomechangesinschedulesofactivitiesaremadeifrequired.

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
Link for additional 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
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

2.6.3 Mechanism for grievance redressal related to examination is operationally effectiveResponse:

Thereiscompletetransparencyininternalassessment.NormsdirectedbytheSavitribaiPhule Pune University have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in theevaluation process during the semester.

1.

1. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course isevaluated by faculty members within 15 days from the exam date.

1. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

1. Correct answer sheets are sent by the students for their verification and any grievance is redressedimmediately. The marks obtained by the students in internal assessment tests are displayed on the noticeboard of the department.

Departmentallevel: Studentsareconstantlyevaluatedbyfacultyregardingtheorylectures,labs,assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on thenotice board. Questions if discussed with any faculty and HOD.

CollegeLevel: Thecollegeappointsaseniorsupervisorforthesmoothconductofcollegeexaminations.Ifthe students are facing any problem, they are solved by the principal of the college. The grievances aredeliberated during the conduct of theory examinations and deliberated with the Principal and

forwarded tothe University in the examination section if necessary.

Redressalofgrievancesatuniversitylevel: Afterforwardingsuchquestionsthroughthecollegeexamination section, the questions related to the result, improvement in mark sheet, other certificatesissuedbytheuniversityarehandledintheexaminationsection.Studentsareallowedtoapplyforreevaluation, recruitment and a challenging assessment by paying the required processing fee to theuniversity if students are not satisfied with the university's assessment through college.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

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

Response:

EvaluationResponse:

The academic calendar is prepared by the college according to the guidelines of the SavitribaiPhule Pune University and according to the temporary date sheet of the university examinations. In the Annual (Yearwise)system, practicals are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Students with small attendance are notified according to their names andfined.

Assignment work is awarded to students and marks are awarded before the commencement of the finalexamination. The syllabus is discussed by the staff members of each department and prior notice is givenregarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of thesame is displayed on the notice board. Similarly, annual celebrations are also held during the end of theacademic year.

The head of each department monitors the quality of teaching-learning through daily monitoring ofteaching-learning activities. Continuous counseling is also done through departmental meetings and staffmeetings.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	**View Document**
Link for additional information	**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:

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

Response:

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able todevelop:Content Competency:

to impart relevant knowledge with respect to foundation and methodology courses,to promote mastery over the required content.

to know, select and use teaching methods.

to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,to acquire necessary competencies for organizing learning experiences,

to select and use of appropriate assessment strategies for facilitating learning.to analyse the content, text books and syllabus.

Pedagogical Skills:

to impart teaching skills and strategies to transfer the given content suitably in classroom situationsto innovate and experiment classroom practices.

Professional Ethics:

to imbibe and uphold qualities of a good teacher ,to be just and impartial ,

to show love and respect to the individuality of the child ,

to inspire and professionally help the parents for the care and guidance of their wards ,

to preserve proper balance of his/her life as a person of character and be an example to others withhis/herintellectualhonestyandmoralintegrityaswellasloyaltytotheinstitutiontowhichhe/shebelongs

to develop professional attitude, to help demonstrate commitment to values such as loyalty, love,service, equality and excellence.

Effective Citizen Ethics:

to understand different values such as morality , social service and accept responsibility for thesociety.

to create leaders in all walks of life and thus be agents of change in the society by breaking thefetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication:

to boost confidence and promote abilities to communicate effectively,

to plan, teach, organize school related /community based activities and programmes,to collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

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

After the completion of the course the student will be able to:

Childhood and Growing up.

Contemporary Indian Education, Gender and Society

Learning and teaching

Assessment and Evaluation for learning

Advanced Pedagogy and application of ICT

Quality and Management of school education

Knowledge and Curricular, language across curriculum

School and Inclusive School

Elective subjects (Any one from the list)

Understanding discipline and pedagogy – Language, social science, Mathematics, Science

Educational Evaluation

Guidance and counselling

Value Education

Health and physical education

All types of Lessons

Internship Programme

Co-curricular and Extra curricular activities.

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

2.7.2

Average pass percentage of students during the last five years

Response: 93.2

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
52	43	32	32	33

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

2.7.3

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

Response:

Response:

Themostappropriateassessmentstoimproveguidanceinstudentlearningarequizzes,tests,writing

assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely onthe results from these assessments because of their direct relationship with classroom teaching goals. Plus,theresultsareimmediateandeasytoanalyzeattheindividualstudentlevel.Touseclassroomassessmentsto improve, however, teachers must change both their approach to assessment and their interpretation ofthe results. In particular, they need to see their assessment as an integral part of the instruction process andas important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training inas sessmentdesignoranalysis.Lackingspecifictraining,teachersrelytooheavilyonassessmentssubmittedbythep ublisheroftheirtextbooksorinstructionalmaterials.Whennoappropriateassessmentisavailable,   teachers construct themselves in a disgusting fashion, with questions and essays similar to thosetheir teachers used to use. They form assessment as assessment instruments, to be used primarily afterinstructional activities are completed and to provide students with grades.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 76.92

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

Response: 40

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
Link for additional information	View Document

2.7.5

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

Response:

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

Response:

know how to prepare themselves for the assessment. perform to the best of their ability have a greaterconfidence in the assessment method and the teacher's/assessor's judgment. improve their motivation.Follow the assessment process:

- understand exactly what is expected from them

- have a clearer understanding of the assessment criteria

- understand what they have to do

- know how to prepare themselves for the assessment

- perform to the best of their ability (when they are fully informed about the assessment)

- have a greater confidence in the assessment method and the teacher's/assessor's judgment

- improve their motivation

- take ownership of their assessment

- Prepare for the assessment (ensuring they have all relevant equipment available)

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.28

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

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

3.1.4

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

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

Response: E. None 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](#)

3.2 Research Publications

3.2.1

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

Response: 0.43

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
01	02	00	00	00

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 1.29

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
00	00	03	2	4

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 1

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
01	01	01	01	01

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: 102.44

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
120	95	83	85	79

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: 26.61

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
120	00	00	00	00

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

3.3.4

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

Response:

Jointly

Blood donation camp organized by the institution and Jankalyan Blood Bank, Ahmednagar, 22Pupil – Teacher, Non –Teaching staff and Teachers donation the blood on this occasion.

File Description	Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 1

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
01	00	00	00	00

02-09-2023 09:55:21

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[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
00	00	00	00	00

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

3.4.2

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

Response: 0

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

Response: 00

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

02-09-2023 09:55:21

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:

Vidya Pratishthan (MH)'s College of Education, Ahmednagar has been approved and recognized by central government body NCTE and permanently affiliated to Savitribai Phule Pune University, Pune for conducting a full-time two-year Batchelor of Education (B.Ed.) (M.Ed.) program. This college has adequate infrastructure as permentioned by NCTE like classrooms, computer laboratory, sports equipment, library and infrastructure. For conducting different seminars and conferences college has a seminar hall with all amenities like a sound

System, LCD Projectors, Smart Blackboard, CCTV, LED TV, Slide Projector etc.

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

4.1.2

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

Response: 71.43

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

Response: 05

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

Response: 07

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

4.1.3

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.93	5.78	0.15	0.43	0.040

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

College library autmation started before 2017. Automation of the library is completed and after 2017 all library functions like data entry, circulation etc was carried out with the help of library software name SOUL Version No. 2.0. Present Library SOUL was purchased from INFLIBNET, Ahmedabad, Gujrath. Library SOUL has different modules like Master, Transaction, Report,

Backup Setting etc. With the help of the library SOUL, all functions like accessioning circulation etc all are carried out effectively. All types of reports can be generated in the present software.

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 College library is computerized with SOUL software version 2.0

The College Library has computer for software and there is different computer and internet Lab nearby Library.

Details on the access to the staff and students and the frequency of use as fallows

Access to the staff: teachers and students use computer and internet to access various kinds of information regarding teaching subjects, teaching learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interaction, teaching aids, effective use of audiovisual teaching aids, recent researches related to educational developments and educational complexities etc.

Frequency of use: the library is used almost on each working day.

By Staff: on as and when required

By Students: On as and when required

Computer and internet services are used by staff and students alike.

File Description	Document
Details of users and details of visits/downloads	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: C. Any 2 of the above

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

4.2.4

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.11142	0.23845	0.17070	0.17973	0.29988

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

4.2.5

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

Response: 10

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: 260

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: 255

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: 260

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: 265

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: 230

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

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

In the age of information technology, every institution need to keep updated with the latest trends in ICT. Forconsidering it Vidya Pratishthan (MH)'s College of Education, Ahmednagar has 18 terminals and 4 laptops for faculty and students requirements. College also installed a Wi-Fi facility for speedy and healthy internet speed. Students are using computers in computer laboratory for their use. There is a subject in B.Ed. 2nd year related to ICT and it is practical for the same.

02-09-2023 09:55:21

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 12

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
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

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

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: 41.6

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
8.73456	4.71590	7.43437	8.43536	6.50297

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

4.4.2

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

Response:

To provide a good infrastructure facility to students is the college responsibility to provide such facility college administration under the leadership of the principal and the guidance and support of Chairman, Secretary, Director (Establishment & Maintenance) of Vidya Pratishthan (MH)'s Nagar Kendra, Ahmednagar Required infrastructural facilities are supplied by Vidya Pratishthan (MH)'s Nagar Kendra, Ahmednagar.

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: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

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

Response: E. Any 4 or less 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: D. Any 2 of the above

File Description	Document
Data as per Data Template for the applicable options	[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)

02-09-2023 09:55:21

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: 0

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

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

File Description	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: 7.69

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

Response: 00

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

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

Response: 04

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

5.2.3

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

Response: 1.46

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
0	02	01	00	00

File Description	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 student council is constituted by the student welfare department of institution the pledge is taken by the student council member. the student council is active and plays a proactive roll such as cultural

program, co- curricular activities, games, annual day, national festivals, social festivals, environmental awareness program, blood donation camp, Ahmednagar talent search examination etc

File Description	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: 4

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	05	00	00	00

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

5.4 Alumni Engagement

5.4.1

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

Response:

It bridges the widening gap between the former students and the institute to keep them in touch with the present growth, development and also the challenges before the institute. At the same time, its role in organizing socio-cultural, educational and some other kinds of events in the college premises strengthen its relation with the institute with the passing off of each day. The Alumni association of our college was officially not registered. The purpose of our outgoing students to better the quality enhancement process of the institution. The Alumni Association Committee organizes a meeting in the first term of each academic year mainly to discuss the planning to organize alumni association meet. Alumni encourage our students to carve excellence for an integral development. Besides, the association always appears before the college management and staff members with their innovative suggestions. Alumni Association Contribute to the institution's to mentoring students of institution. The efforts initiated by the alumni association for organizing Lecture on 'Challenges of New Education Policy'. In this way it has a pivotal role in shaping and preserving alasting relationship between the former and existing students and institution. We discuss Suggessions of Alimni in IQAC Mitting.

File Description	Document
Upload any additional information	[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: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)

5.4.3

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	00	00	00	1

File Description	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:

The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feed back.

1.   TheprincipaloftheCollegeisthePresidentoftheAlumniAssociation.Othermembersincludefacultyand students.

2. The activities of the Alumni Association of the last two years are given below.

Informalgettogetherofthestudentsofeveryprecedingsession'spassedoutbatchincollegecampus.

Felicitation of the students who get placements during the preceding academic yearElection of the office bearers from the students of the preceding session.

3. The top ten alumni occupying prominent position.

4. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students.

It helps the college in updating about the placements of pass out students.It furnishes information about job opportunities in schools

Its feedback has helped in improving the existing curriculum, organizing new activities, etc.It has given many healthy suggestions for the augmentation of the college.

Helps in publicity

02-09-2023 09:55:21

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:

Vision :

- To strengthen and empower school Education, for National Development .
- To be a leader in Educational services.
- To provide a Unique learning Experience which will enable the Students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate in social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation-building process.

    Mission :

    We will leverage our strengths to execute creative educational projects to facillate leading – edge information and communication services affordable to all individual.

- To strengthen the weaker sections of state through higher education.
- To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.
- To give them confidence that they are the creators and not the creatures of their fate.
- Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

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

6.1.2

Institution practices decentralization and participative management

Response:

Response:

The college practices decentralizationan dparticipatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in theextensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management Process:

 The Principal oversees the Teaching Plans of his/her departmental members. Teachers have right to make adjustment sin the routine.

They often takes the lead in planning seminars, workshops, career counselling sessions, remedialmeasures,interdepartmentalor/andinter-college exercises,departmental excursions and study tours.

They have liberty to introduce creative and innovative measures for the benefit of their students.They can decide son the nature, pattern and duration of special and remedial classes for the students of their department.

The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning atevery level.

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

6.1.3

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

Response:

Response:

Financial Affairs:

V.P's College Of Education, Ahmednagar Teachers Training College is a self-finance institution.Salaries and other expenditures aredirectly controlled by the Trust management.Funds collected from the students fee as per norms as a partof a self-generated resource that is spent for the salary.Fee and funds available with the college aredirectly controlledbytheTrust. Auditsareperiodically conductedtoensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directlycredited into their bank accounts.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of entrance examination conducted by thestate government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teachingis given additional tasksin addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are for me datthebeginningofthe session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

6.2.1 The institutional Strategic plan is effectively deployed Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the V.P's College Of Education, Ahmednagar has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

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

Particularly, the following activities fall under the preview of the issue in hand:

a. Syllabus Coverage   b.   Use of Audio Visual Aids.

c. Students Attendance Record   d.   Internal Assessment,

 e. Organization of CCA   f.   Laboratory Work

g.Use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the college.Datacollected are then forwarded to Manager. Prospective plan is developed at the beginning of the academicsession. Development of programmes works on the collective wisdom of the faculty.

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

6.2.2

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

Response:

Organizational structure of the V.P's College Of Education, Ahmednagar is framed, in which, The Principal is the academic and administrative head of the institution. He is assisted by senior most teachers like, Professor in charge and other professors. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 15committees are identified. Every committee consists of committee chair person, staff and student members. They together plan for the activities.The function of every committee in the Institution is well defined. All Chairpers on report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. NAAC steering committee

2. Admission committee

3. Library committee

4. Building committee

5. Student placement cell

6. Student counselling cell

Sports committee

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

6.2.3

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

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

Response: E. Any 1 or none 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](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutesof staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, SSPU University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and

executeallplansanddecisionseffectivelykeepinginmindthewelfareofthestudentsandtheoveralldevelopmento ftheinstitution.Pressreleasesarealsoissuedbytheinstitutiontomakepublicanysignificantachievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and culturalcalendarisimplementedin atimelymanner.Decisionstakenatvariousmeetingsareproperlydocumentedand effective steps are taken to implement the decisions at the ground level in reality.

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

V.P's Teachers Training College Management is catertheirstaffasfamilymembersandfullysupportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. The College ensures the professional development of the staff by:

Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.

Encouraging the faculty to publish research papers in national journals.

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

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

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](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 2

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
00	02	00	00	00

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](#)
Link for 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: 42.86

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
3	3	3	3	3

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

6.3.5

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

Response:

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

V.P.'s College of Education Teachers Training College has mechanisms in place for performance assessment and using theevaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teachingand non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal andthe management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluationby students and peers are also incorporated in the assessment. The college procures written feedback

fromthestudentsattheendoftheacademicyear.Thefeedbackformhascolumnsdealingwiththeperformanceof the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present theirover allassessment. All the suggestions and feedback are analyzed and a report is prepared and placed before theManager, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterment of the faculty and other staff, and with that the totalworking of the college. Concerned decision-making bodies and committees and functionaries workout themode of operation and provide necessary resources and issue directives for its implementation. If need beservices of some expert are also requisitioned for seeking necessary guidance.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

6.4.1 Institution conducts internal or/and external financial audit regularlyResponse:

V.P.S College Of Education Teachers Training College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payment softhestudentfeesislookedafterby themanagement.Allvouchersareexaminedbyaninternalfinancialcommitteeonhalfyearlybasis.The

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

expensesincurredundervariousheadsarecompletelycheckedbyconfirmingthebillsandvouchers.Intheevent that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycleis being followed throughout the previous five years.

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

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

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

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
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
000	0	0	0	0

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

6.4.3

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

Response:

Response:

Budgeting and auditing procedures are regular and standardized.

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

transactions.

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for 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:

Response:

Subhash Teachers Training College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2016so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors theirfunctioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cellalsoexaminesandaddressesthesuggestionsreceivedthroughdifferentmodessuchasverbal,communicated or through Suggestion Box and allied channels.Its major activities include

Development and application of quality benchmarks/parameters for the various academic andadministrative activities of the College;

Facilitating the creation of a learner-centric environment conducive for quality education andfaculty maturation to adopt the required knowledge and technology for participatory teaching andlearning process;

Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;

Dissemination of information on the various quality parameters;

Organizationofinterandintrainstitutionalworkshops,seminarsonqualityrelatedthemesandpromotion   of quality circles;

Documentationofthevariousprogrammes/activitiesoftheCollege,leadingtoqualityimprovement;

DevelopmentandmaintenanceofInstitutionaldatabasethroughMISforthepurposeofmaintaining /enhancing the institutional quality;

Development of Quality Culture;

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

6.5.2

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

mechanism

Response:

Response:

SubhashTeachersTrainingCollegeissensitivetothequalityofeducationaswellastochangingeducational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of theprogrammes approved by it. The quality is reflected in the implementation of the academic programmesand quantum of target achieved.

Thecollegetakesutmostcareinplanningandimplementationoftheacademicprogrammes.Tosustainthequality of its academic programmes, the stakeholders' feedback and the previous years' results are thebenchmark for further improvement.

The college makes all out efforts to

Ensures adherence to academic calendar with the help of schedule for all activitiesSupervises content delivery by faculty, through Principal

Ensures high performance of students in internal examination academic

Monitors attendance of students and also keeps the students informed on quarterly basis.Maintains and ensures stock verification

LCD projectors have been installed in various classrooms for a better learning process.Remedial classes are organized as per the requirement and feedback of the students.

Tomakethelibrarystudentfriendlytheinstitutionhastakenthemeasurestodigitalizethelibrary.Internet facility is also provided to the students in the library.

Evaluating teaching-learning methodology periodically through student feedback.

Thecollegedoesnothaveanycontroloverthesyllabiandtheseareimplementedasperthedirection   of   the VinobhaBhave University, Hazaribagh.

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

6.5.3

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

Response: 1

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
1	1	1	1	1

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](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Supporting document of participation in NIRF	[View 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](#)

6.5.5

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

Response:

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

Response:

SubhashTeachersTrainingCollegereviewsitsteachinglearningprocess,operationsandlearningoutcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learningprocess. The academic calendar is prepared in advance, displayed and circulated at the institute and isstrictly adhered to.

Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and resultsare announced in the academic calendar.

All newly admitted students are compulsorily involved in orientation programs, in which they havephilosophy, specificity of education system, teaching learning process, system of continuous assessment,compulsorycorecurriculum,variousculturalactivities,disciplineandcultureoftheinstitution.Allstudents are also given a guided tour of the campus and various facilities. Students are made aware of timetable,programstructure,syllabusofcoursesbeforethesemesterstarts.Classcommitteesareheldregularlyto seek feedback with students and appropriate steps are taken for the teaching-learning process.

The approach of IQAC has always focused on the process of learner-centered teaching learning and it hasformulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies withteaching, learning activities and reviews, and modifies after taking suggestions. To see the learningo utcomes,theIQACperiodicallyreviewstheteachingprocessandsuggestsgradualandregularexpansion,upgrad es and addition of expected materials, equipment, infrastructure and more.

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

Response:

The college currently uses a 42 KVA generator as an alternative source to meet its power requirements. Inthe future, the college for alternative sources is poised to formulate a systematic energy policy of energyconservation methods and has considered to work seriously on it.

This is our long term goal as per the policy includes educating students and employees on environmentalconcerns and sustainability to turn our college into a carbon-negative institute. To include environmentconcerns in planning and decision making. Our sole goal is to include environmental concerns in planningand decision making.

Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise alarge portion of the sun's energy.

Our Institution will install solar system in future.

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:

7.1.2 Institution has a stated policy andprocedure for implementation of waste

managementResponse:

Policy Statement

VidyaPratishthan College of Education will adopt the principles of the "**MAXIMUM SUSTAINABLEWASTE MANAGEMENT**" in the deliveryofitswastemanagementservices. The College will applya'squandervariouslevelledapproach',todiminish,reuse,reuseandrecuperatebyproductsinp referencetotheremovalofwastetolandfill.TheCollegerecognisestheimportanceofmeetingtheselegalprerequi sites and deal with itswasteresponsibly,diminishthe volumeofwastesenttolandfillandboostreuseand recycling where possible.

TheCollegeneedsall theteachingandnon-teaching staff,students, makinguseof thepremisestocomplywithth isPolicy.Anysolidwastegeneratedinthecampusshallbeoverseenandtakencareinaccordancewiththecomplian ce criteria and the procedure laid down by the CPCB. Thereisalegalrequirementforallwhoproduce,keepordisposehazardous/radioactivewaste/chemical waste of anytype to comply with the various regulations under national andinternational environmental protectionlegislation.

Implementaion Procedure

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe wastegeneration and step taken to decrease generation of waste per unit of production.

According to the Hazardous Waste guidelines, College can store dangerous waste for a period not 6exceeding 90 days and will manage a record of sale, shifting, storage, reusing and reprocessing of sucheastes except if the concerned State Pollution Control Board has broadened the specified period.

The waste could either be reused or discarded in captive or regular treatment, storage and disposedfacilities available in the campus, as proposed in the following waste hierarchy.

PreventionMinimizationReuseRecycle

Energy Recovery

Proper Disposal (Landfill/Incineration)

Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, forwhich the dissemination of information on technical options should be a continuous practice. Promote theimplementationofrecoveryofresourcessuchassolvents,otherreagentsandby-products,aswellasthere-generation of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste

VidyaPratishthan College of Education will explore opportunities / opportunities for reuse, recovery andrecycling of waste in an environmental manner. Paper waste will be recycled to make paper boards andpacking materials. The paper's toxic inks and dyes will be treated with enzyme technology, which isenvironmentally benign.

Safe disposal of hazardous waste

For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the wastecategory.Thedesignandoperationcriteriaofdisposalfacilitiesshouldbestrictlyfollowedaspertheguidelin es laid down by the CPCB.

Setting up of general treatment, storage and disposal facilities

General treatment plant for departmental and house hold waste will be set up and rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

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: E. None 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](#)

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](#)

7.1.5

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

Response:

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", VidyaPratishthan College of Education isalways committed to maintaining a clean college environment sets a good example to students, teachers &otherstaffs.Itencourageslearnerstotakeprideintheircollege,whichmakesthemlesslikelytodroplitterand as such they will potentially make a bigger effort to maintain their environment. cleanliness isincrediblyimportantwhenitcomestocuttingdownonthespreadofdiseasesinthecollegeandmeansthatstaff and students are able to enjoy a comfortable learning environment. It also improves hygiene levelsand can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college
4. Encourage students and teachers to keep things away immediately after use.
5. Organise cleaning day events like Swachh Bharat.
6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

Sanitation:

1. Personal hygiene

1. Safe drinking water

1. Toilet/human excreta disposal

1. Disposal of waste water

1. Solid waste management

1. Environmental sanitation

Green Cover

WeareendorsingandenforcingmeasurestomaketheCollegeacarbonnegativecampususingthe

following:

1. **Tapping Solar Energy**

The arid zone of Giridih has an abundant supply of solar energy. We therefore have plans to install in house solar plants and create sustainable energy for the requirement of the campus.

1. **Rainwater Harvesting**

In another step towards the preservation of the intricate water table in the college, building have beenmadecompatibleforrainwaterharvesting.Wearepositivethattherainwaterharvestingmethodemployed by us will be the guiding light for others.

1. **Utilizing Natural Light**

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1. Use Reusable Water Bottles and Coffee Mugs. ...
2. Recycle and Compost.
3. Waste control chemicals and e-waste management
4. Use of LED bulbs in college
5. Conducting energy audit
6. Dustbins on the Premises
7. Waste control in entire campus
8. No use of plastic in campus
9. Use of dust proof chalks in classrooms10.Minimum use of Photocopy/Printing

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](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component

02-09-2023 09:55:22

during the last five years (INR in Lakhs)

Response: 0.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.20182	0.11555	0.18455	0.01006	00

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

7.1.8

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

Response:

We organized ATA Examination Sinces 1991. For Last 33 years we organized this exam for school students of Ahmendagar, Pune And Beed district. Approximatly 120000 students teken advateges this Exam.Its our best Practice.

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

7.1.9

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

1. **Code of Conduct is displayed on the institution's website**

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

Response: C. Any 2 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](#)
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:

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

VidyaPratishthan College of Education is organizing blood donation camps since last two years. These campsare organized in association of local clubs with the help of nearby Janseva Blood Bank, Ahmednagar. For organizing suchblood donation camps, this college is an ideal place as Janseva Blood Bank, Ahmednagar is situated within a radiusof3kilometers.Blooddonationcampshavebecomearegularfea tureofthiscollegeandeveryyearatleastone camp are organized in the college. The students generally feel enthusiastic to donate blood and noteven boys but girls also participate in this noble mission voluntarily. Besides this, the teachers also donateblood during these camps. This practice is being continuously observed every year without fail.

We organized ATA Examination Sinces 1991. For Last 33 years we organized this exam for school students of Ahmendagar, Pune And Beed district. Approximatly 120000 students teken advateges this Exam.Its our best Practice.

is functional for the last two years and the identification of such students is done on the basis of merit cummeans. From every department, two students are chosen and the needful amount is given to such studentsduring each semester. Not only this, even these students are helped with books. With the passage of time,the idea is to expand the scope of this fund in order to facilitate more students.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision :

- To strengthen and empower school Education, for National

  Development .

- To be a leader in Educational services.
- To provide a Unique learning Experience which will enable the Students to realize their potential and mould their overall Personality.
- To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.
- To ensure recognition as an international leader in holistic education to achieve global competency in corporate in social world.
- To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.
- To make available globally competitive education infrastructure compatible to the changing challenges of India's nation-building process.

Mission : We will leverage our strengths to execute creative educational projects to facillate leading – edge information and communication services affordable to all individual.

- To strengthen the weaker sections of state through higher education.
- To empower the rural masses by educating them and by creating in them the social, political and cultural awareness.
- To give them confidence that they are the creators and not the creatures of their fate.
- Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.
-
- Our Institution Has Distinctiveness in following aspects
- 1. ATS Examination
- 2. Blood Donation Camp for Teachers
- 3. Help to RSS,
- 4. We Have All Ph.D. Staff.
- 5. We work for society as researcher
- 6. Research Tranning and Extention work.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Link for additional information	[View Document](#)

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5. CONCLUSION

Additional Information :

For assement and accreditation for teacher education institution we face following challenges

1. Which agency is proper- NCTE/QCI/NAAC

Concluding Remarks :

We are working for teaching research and extention. But due to less teaching staff we face lot of problem.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** 1. **Website of the Instituion** 2. **Prospectus** 3. **Student induction programme** 4. **Orientation programme for teachers** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Supporting documents are not sufficient so it can be considered .So 1 of the above can be considered .
1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available** 1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>52</td><td>43</td><td>40</td><td>45</td><td>33</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>24</td><td>24</td><td>24</td><td>24</td><td>24</td></tr></table> 1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>52</td><td>43</td><td>40</td><td>45</td><td>33</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>52</td><td>43</td><td>40</td><td>45</td><td>33</td></tr></table>

Remark : Input edited as per the given observation , number of the optional / electives including pedagogy courses for which teachers available are 24 .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited as per the given observation as value added course can not be a part of the syllabus . So the value will be 0 .

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
52	43	40	45	33

Answer After DVV Verification :

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

Remark : Input edited as per the given observation As per the 1.2.2 .

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the given clarification documents by HEI , HEI has provided documents for the Option 1 , 2 & 3 so Any 3 of the above can be considered .

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**
	Structured feedback is obtained from
	1. **Students**
	2. **Teachers**
	3. **Employers**
	4. **Alumni**
	5. **Practice teaching schools/TEI**
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: E. Any 1 or none of the above
	Remark : Input edited as per the given clarification documents by HEI , Any 1 of the above can be considered .
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: C. Feedback collected and analysed
	Remark : Input edited as per the given clarification by HEI , Feedback collected & analysed so Option C can be considered .
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	27	21	13	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	27	21	30	21

Remark : Input edited as per the given clarification documents by HEI , Number of students enrolled from the reserved categories for last five years.

2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as per the given clarification documents by HEI , HEI provided documents for the selected option 1 , 3 & 7 so Any 3 of the above can be considered .
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 5 Answer after DVV Verification: 6 Remark : Input edited as per the given clarification documents by HEI . Total numbers of the mentors in the institution for B.Ed. & M. Ed courses are 6 .
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	6	6

Answer After DVV Verification :

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

	Remark : Input is edited after the verification of all documents by HEI , As HEI has not provided sufficient documents for the metric .

2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**
	
	    2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**
	    Answer before DVV Verification : 100
	    Answer after DVV Verification: 50
	
	    Remark : Input edited as per the given observation .

2.3.4	**ICT support is used by students in various learning situations such as**
	
	    1. **Understanding theory courses**
	    2. **Practice teaching**
	    3. **Internship**
	    4. **Out of class room activities**
	    5. **Biomechanical and Kinesiological activities**
	    6. **Field sports**
	
	     Answer before DVV Verification : A. Any 4 or more of the above
	     Answer After DVV Verification: D. Any 1 of the above
	    Remark : Input edited as per the given clarification document by HEI , Any 1 of the above can be considered .

2.3.6	**Institution provides exposure to students about recent developments in the field of education through**
	
	1. Special lectures by experts
	
	2. 'Book reading' & discussion on it
	
	3. Discussion on recent policies & regulations
	
	4. Teacher presented seminars for benefit of teachers & students
	
	5. Use of media for various aspects of education
	
	6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global
	
	     Answer before DVV Verifimation : A. Any 5 or more of the above
	     Answer After DVV Verification: E. Any 1 or none of the above
	    Remark : Input edited as per the given clarification documents by HEI , Any 1 of the above can be considered .

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: D. Any 2 or 3 of the above
	Remark : Input edited as per the given supporting documents by HEI , HEI has provided supporting documents for the option 5 , 6 & 7 so Any 3of the above can be considered .
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**
	1. Formulating learning objectives
	2. Content mapping
	3. Lesson planning/ Individualized Education Plans (IEP)
	4. Identifying varied student abilities
	5. Dealing with student diversity in classrooms
	6. Visualising differential learning activities according to student needs
	7. Addressing inclusiveness
	8. Assessing student learning
	9. Mobilizing relevant and varied learning resources
	10. Evolving ICT based learning situations
	11. Exposure to Braille /Indian languages /Community engagement
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: D. Any 2 or 3 of the above
	Remark : Input edited as per the given clarification documents , HEI has not provided proper supporting documents asked by DVV so Any 2 or 3 of the above can be considered .

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the given clarification documents by HEI , Any 3 of the above can be considered .
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** 1. **Preparation of lesson plans** 2. **Developing assessment tools for both online and offline learning** 3. **Effective use of social media/learning apps/adaptive devices for learning** 4. **Identifying and selecting/ developing online learning resources** 5. **Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input is edited after the verification of all documents provided by HEI . So None of the above can be considered .
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the given clarification documents by HEI , Any 3 of the above can be considered .
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work**

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

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Input edited as per the given clarification documents by HEI , Any 3 of the above can be considered.

2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the given clarification documents by HEI , Any 2 of the above can be considered .
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per the given clarification documents by HEI , Any 2 of the above can be considered .
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching**

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

Answer before DVV Verification : C. Any 3 of the above
Answer After DVV Verification: D. Any 1 or 2 of the above
Remark : Input edited as per the given clarification documents by HEI , Any 2 of the above can be considered .

2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 22 Answer after DVV Verification: 91 Remark : Input edited as per the given clarification documents by HEI , Average teaching experience of full time teachers for the last completed academic year.
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the given clarification documents by HEI , Any 2 of the above can be considered .
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
01	01	01	01	00

Answer After DVV Verification :

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

Remark : Input edited as per the given observation , Number of research papers / articles per teacher published in the Journals notified on UGC website for last five years .

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
02	00	02	11	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	03	2	4

Remark : Input edited as per the given observation .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
120	95	83	85	79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
120	00	00	00	00

Remark : Input edited as per the lack of the supporting documents regarding to the metric from 2017 to 2021 .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Appreciation certificates will not be considered , Input is edited as per the given clarification documents by HEI .

4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 05 Answer after DVV Verification: 05 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 07 Answer after DVV Verification: 07 Remark : Input edited from supporting documents.

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
463647	578682	432571	43500	4000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.93	5.78	0.15	0.43	0.040

Remark : Input edited as per the given observation .

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

2021-22	2020-21	2019-20	2018-19	2017-18
11142	23845	17070	17973	29988

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.11142	0.23845	0.17070	0.17973	0.29988

Remark : Input edited as per the given clarification documents given by HEI .

4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit** Answer before DVV Verification : E. None of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the given clarification documents by HEI , Any None of the above can be considered .
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
873456	471590	743437	843536	650297

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.73456	4.71590	7.43437	8.43536	6.50297

Remark : Input edited as per the given clarification documents by HEI , Expenditure incurred exclusively on maintenance of physical and academic support facilities for last five years (INR in lakhs).

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Input edited as per the given clarification documents by HEI , HEI has given supporting documents for option 1, 2, 4 & 5 . So Any 4 of the above can be considered .

5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 4 or less of the above Remark : Input edited as per the given observation , So Any 4 of the above can be considered .
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the given clarification documents by HEI . HEI has given supporting documents for the responses 1 & 4 , So Any 2 of the above can be considered .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
06	0	0	0	0

Answer After DVV Verification :

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

Remark : Input edited as per the given observation .

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

5.2.2.1. Number of outgoing students progressing from Bachelor to PG.
Answer before DVV Verification : 09
Answer after DVV Verification: 00
5.2.2.2. Number of outgoing students progressing from PG to M.Phil.
Answer before DVV Verification : 0
Answer after DVV Verification: 0
5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.
Answer before DVV Verification : 01
Answer after DVV Verification: 04

Remark : Input edited as per the given clarification documents by HEI .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the given clarification documents by HEI .

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	05	00	00	00

Remark : Input edited as per the given clarification documents by HEI , As HEI has not provided supporting documents for the year 2017-18 ; 2018-19;2019-20.

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Answer before DVV Verification : C. Any 2 or 3 of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : Input edited as per the given clarification documents by HEI , Any 1 of the above can be considered as HEI has given insufficient supporting documents for the metric .

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	00	00	00	1

Remark : Input edited as per the given clarification Documents by HEI .

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as per the given clarification documents by HEI . HEI has provided insufficient supporting documents for the metric .

6.3.3	**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.** 6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years** Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the given clarification by HEI . As HEI has not provided sufficient documents for the year 2018-19 so the value may be 0 .

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

	Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above Remark : Insufficient documents to verify so input edited as per it .
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the given clarification documents by HEI . HEI has selected response no,. 5 so Any 1 of the above can be considered .
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
20182	11555	18455	1006	00 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
0.20182	0.11555	0.18455	0.01006	00	 Remark : Input edited as per the given clarification documents by HEI .
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Input edited as per the given observation .

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: <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>188</td><td>141</td><td>131</td><td>113</td><td>110</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>93</td><td>79</td><td>81</td><td>78</td></tr></table>
1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>258</td><td>258</td><td>244</td><td>240</td><td>240</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table>
1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>79</td><td>79</td><td>72</td><td>70</td><td>70</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>
1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	41	36	45	33

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	41	35	45	33

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	41	36	45	33

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	41	35	45	33

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
188	141	131	113	110

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	53	43	36	45

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
20	20	20	20	20

Answer After DVV Verification:

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

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
2353220	1063731	2154928	2091771	1817642

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21.416	10.095	19.863	20.241	14.503

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 1 Answer after DVV Verification : 10