



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ASMITA MAHILA BAHUUDSHIYA
SANSTHA, SUMANTAI PATIL B.ED. COLLEGE,
PACHORA**

**BHADGAON ROAD TALUKA- PACHORA, DISTRICT- JALGAON
424201**

asmitafoundationcoepachora.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SUMANTAI PATIL B.ED. COLLEGE, PACHORA, is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, is situated in a rural location. The college is connected to a variety of public transportation options.

The college operates through a variety of committees and cells, which are decentralized. Representatives from the Management, principals, faculty members, staff members, students, and alumni comprise the committees and cells. One of the most advantageous attributes of our institution is the transparency of information within the operational framework.

The college maintains an extensive library, laboratory, and teaching personnel. A collection is maintained by the college library of over 5000+ titles, including books, e-journals, encyclopedias, reference books, and e-software. College operate on its own land and utilize the available structure for the education purpose.

Vision

To pursue excellence in teacher education by opening global avenues in education and research for the all round development of competent and committed professionals to meet the challenges of 21st century.

Mission

To prepare efficient, competent, committed teacher educators, administrators and researchers. To provide opportunities and facilities for the all round development of teacher trainees. To develop, sensitivity towards emerging issues in the changing society. To create awareness in teacher trainees about the modern trends in education. To undertake quality research studies, consultancy and training programs. To make quest for excellence an inherent aspect for all curricular and co-curricular transactions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified and experienced faculty actively involved in teaching learning research and extension activities.
- Faculty member provide opportunities to attend various faculty development programs throughout the year.
- Participation of students in various sports cultural activities.
- Easily accessible location of institution
- Well ventilated and spacious classroom
- Well-furnished classrooms libraries and other amenities
- Adequate students support services

Institutional Weakness

- Lack of interest in research work
- Lack of educational awareness among parents
- No hostel accommodation for the students.
- Number of volumes and journals in the department library are limited.
- Soft skills and communication skills of students need to be improved.
- No sanctions of higher education is master's program.

Institutional Opportunity

- Scope for improving research activities.
- Increase in internship linkages for providing better opportunity to students.
- Scope for providing research and post-doctoral studies
- To organize more faculty development programmes for professional growth of teachers
- To use reputation for providing quality courses
- To implement NEP 2020.

Institutional Challenge

- Linkages with government organization and various institution at National and international levels
- To achieve excellence in academics by involving masses from socially weaker sections.
- To apply NEP being an affiliated college
- Curriculum planning and curriculum development is not in control
- Funding facility is not available

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution maintains communication with BOS regarding curriculum modifications or enhancements. In the institution, the academic calendar, session plans, and timetable are utilized to facilitate the transparent and efficient planning of curriculum implementation. In order to remain adaptable to evolving requirements, the syllabus pedagogy and infrastructure have been consistently upgraded. In the beginning of new sessions, the academic process is streamlined by the preparation of timetables, workloads, and other administrative duties. Elective papers have consistently been included in the curriculum to ensure that it remains flexible. The students are permitted to select elective courses that align with their aptitude skills and aspirations. In order to enhance students' professional development and develop their abilities, the college has implemented self-study courses and main value-added courses. The curriculum is developed by the university in a way that facilitates students' natural learning.

Faculties also endeavor to incorporate the national and international cross-cutting issues into the classroom. Seminars have been conducted to facilitate the development of a constructivist approach through project work

and group discussions on a variety of subjects.

Field trips and internship initiatives are specifically designed to facilitate experiential learning.

Teaching-learning and Evaluation

The institutions guarantee that students from all socioeconomic backgrounds have access to resources and assistance. The college has a well-designed policy that categorizes students into various learning levels and caters to their needs accordingly.

The college has been consistently enhancing its IT infrastructure. Faculty members concentrate on the creation of electronic content. Students are encouraged to utilize ICT support for their academic pursuits, internships, practice teaching, and extracurricular activities.

Students are afforded a variety of opportunities to cultivate their competencies and skills in the areas of communication, construction of assessment tools, event organization, and school-based practices. In the esteemed educational institutions of Jalgaon city, internships are meticulously organized. During the internship program, an effective monitoring mechanism is in force.

Infrastructure and Learning Resources

NCTE norms are met by the college's infrastructure facilities and resources. The college premise comprises a Multipurpose Hall, 3 Classrooms, Sports Room, Staff Room, Girls and Boys Common Room, Library Cum-Reading Room, Laboratories, Principal Office, Administrative Office. In the multipurpose hall, curricular and co-curricular activities are conducted.

The library is well-equipped with all the necessary facilities for students and faculty members, including Wi-Fi and a wide variety of text books, reference books, magazines, journals, e-books, and e-journals.

Student Support and Progression

The institutions guarantee that students from all socioeconomic backgrounds have access to resources and assistance. The college has a well-designed policy that categorizes students into various learning levels and caters to their needs accordingly.

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Scholarship are availed through government schemes.

Governance, Leadership and Management

Governance at the college is highly democratic, transparent, and decentralized. In order to facilitate effective policy formulation and decision-making, all stakeholders are encouraged to actively engage and express their viewpoints. In order to accomplish the college's mission, the leadership endeavors to preserve an environment that is both interactive and transparent. Decentralization and participative management are implemented by the institution through various committees.

All academic and administrative activities are conducted in accordance with the college's perspective plan. The organogram and cell structures clearly demonstrate the effective and efficient operation of the institutional bodies.

Institutional Values and Best Practices

Led the way in showcasing the most effective institutional values and practices. The college has incorporated environmental consciousness into its activities. The institution is dedicated to the preservation of the environment and sustainable development. Its dedication to environmental and social concerns is readily apparent. The college is endeavoring to cultivate values that are reflective of the pressing issues and emerging challenges. The institute has established energy guidelines and a framework that are consistent with the national policy for emerge conservation. The institute is cognizant of the waste generated by its operations and guarantees that all refuse is disposed of and utilized in a responsible manner. The solid liquid and e-waste management system is functioning in accordance with the established standards.

Research and Outreach Activities

Our college s actively engaged in the development and promotion of a research culture among its faculty and students. The research policy of the college has been developed to encourage the research of faculty members and students. Books are published by our faculty member. The research division under the IQAC initiative organized conferences and seminars to encourage additional research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Asmita Mahila Bahuudeshiya Sanstha,Sumantai Patil B.Ed. College, Pachora
Address	BHADGAON ROAD TALUKA- PACHORA, DISTRICT- JALGAON
City	PACHORA
State	Maharashtra
Pin	424201
Website	asmitafoundationcoepachora.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	MANSINGH HARCHAND SING RAJPUT	02596-245645	9623544868	-	asmitafoundation@gmail.com
IQAC / CIQA coordinator	ABHIJEET M ARDANSING RAJPUT	02596-8766922201	9764373078	-	abhijeetrajput27@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name		Document	
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Appr oval details Instit ution/Department programme	Day,Month and year(dd-mm- yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	24	NCTE Revised order with permanent validity

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	BHADGAON ROAD TALUKA- PACHORA, DISTRICT- JALGAON	Rural	1.25	2428.26

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education,	24	UG	English, Marathi	110	107

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	4	0	0	4
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	1	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	30	0	0	0	30
	Female	77	0	0	0	77
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	1
	Female	2	2	1	3
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	12	9	13	7
	Female	19	8	24	17
	Others	0	0	0	0
General	Male	8	3	4	6
	Female	8	17	7	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	40	50	53

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college is committed to fostering interdisciplinary and multidisciplinary teaching and learning. To facilitate the exploration of students' interests and passions in a diverse array of subjects, the curriculum must be more adaptable and adaptable. We are The institution provides support for the professional development of its faculty members. growth and training in order to adopt an integrative approach and a transdisciplinary approach to instruction and investigation. We are promoting inter-institutional collaboration. forming partnerships with organizations to establish a a platform that enables faculty and students to collaborate with colleagues from a variety of institutions and</p>
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	<p>disciplines. Investments are being made by the college in facilities required to facilitate interdisciplinary and multidisciplinary research and instruction. Generating environments that foster collaboration and partnership is included in this. In order to cultivate an all-encompassing An academic and research culture that is interdisciplinary, the The college has scheduled expert lectures featuring a conducted joint research, established a foundation in fundamental science in conjunction with other fields and provided an instrument infrastructure for institutions that specialize in interdisciplinary research.</p>
2. Academic bank of credits (ABC):	<p>In order to establish a consolidated platform for the Academic Bank of Credit, which will serve as a repository for all of the students' academic records, our college has determined that quality assurance in the credit transfer procedure is necessary under the New Education Policy (NEP).</p>
3. Skill development:	<p>The college is making numerous endeavors to foster the development of students' abilities and competencies, with a particular focus on the acquisition of practical skills and instrument training. The institution intends to create the Entrepreneur Development Cell (EDC) to motivate students to pursue entrepreneurial endeavors through seminars and workshops.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Despite its rural location, the college has recognized the importance of traditional languages in understanding theme-related subjects. The principal and management instruct teaching faculties to employ traditional language when essential. In recognition of regional and local languages, the college commemorates Foundation Day annually.</p>
5. Focus on Outcome based education (OBE):	<p>The National Education Policy (NEP) of India places a significant emphasis on the Outcome-Based Education (OBE) method in order to improve the quality of education in the country. This method prioritizes the learning outcomes of students over the inputs or procedures of education. The college has established a vision and mission statement that are consistent with the university's vision, as evidenced by the learning outcomes. The learning objectives are discussed by the course instructors during the first class meeting of each semester. The faculty develops</p>

	a lesson plan that incorporates items that are not part of the curriculum but that would assist students in acquiring the necessary information, skills, and dispositions to achieve the objectives. This plan is based on the results.
6. Distance education/online education:	There is enough infrastructure and instructional space at our college to support both online and offline academic activity. To help students get ready for different exams, we are offering offline courses. Currently we do not provide any distance education

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) for New Voters over the age of 18 was established by our institution to promote civic engagement. Through interactive exercises, college students are assisted in comprehending the voting process and their rights as citizens. The Electoral Literacy Club at our college is dedicated to educating students about their democratic rights, which include the ability to cast ballots in elections.
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?	Yes. The operational ELC of the college is composed of the individuals listed below. The selection of ELC members is based on their temperament and social activities.
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.	We participate in a variety of initiatives to offer students a firsthand understanding of the democratic system. In addition to simulated parliaments, we also organize debates, elocution, poster presentations, and other events to enhance public comprehension of electoral processes.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC is involved in initiatives that are socially relevant to electoral concerns, such as publications, content production, and awareness campaigns that underscore their support for democratic values and voter engagement. 1. Encouraging people to understand the value of voting so they can exercise

	<p>their right to vote with assurance, comfort, and morality</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students who are over eighteen and eligible to vote are encouraged to register for a voter card. We participate in a variety of initiatives to offer individuals firsthand knowledge of the democratic system. Additionally, we organize debates, essay writing courses, and elocution contests to raise public awareness of the electoral process.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	100	100	100	79
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	110	110
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..

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	50	50	50
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
20	49	49	47	21
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	50	50	50
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..**

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

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..

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
108805	68406	122354	120444	96484

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 23

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The curricula of the B.Ed. course at Asmita Mahila Bahuudeshiya Sanstha's Sumantai Patil B.Ed. College are regulated by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, Maharashtra, as it is an affiliated college. In addition to these, the college's comprehensive vision and objectives are considered to ensure the effective implementation of the curriculum. We have a variety of well-organized processes that facilitate communication and dialogue between the university and the various stakeholders groups within the broader societal context.

We do not have a significant amount of influence in the revision or editing of content as an affiliated college of KBCNM University. However, we submit our feedback to the university annually, based on the perspectives of Teaching Practice Schools, Students, Alumni, and Teachers, in order for the university to take the appropriate actions.

The college-level meetings are conducted prior to the commencement of the new academic year to facilitate the discussion and preparation of the course for the following year. The discussion includes the following topics: teaching focus, class assignment, internal assessments, use of reference materials, and teaching aids for student instructors. In order to guarantee the quality of education and the objectivity of the teaching-learning process, the college has implemented the practice of inviting external experts. Additionally, we concentrate on curriculum planning during the mid-year to determine whether any revisions are necessary or if the plan is being implemented as intended.

The feedback collected from the students at the conclusion of the session provides us with a comprehensive understanding of the areas that require improvement and the removal of in order to enhance the student-friendliness of the teaching process and content.

At Asmita Mahila Bahuudeshiya Sanstha's Sumantai Patil B.Ed. College, we have also developed a module on skill development and value education in accordance with the local demand. This module serves as an additional input and aids in the overall development of the region.

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

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: C. Any 3 of the above

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

1.1.3

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

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

Response: A. All 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: 17.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	2	2

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

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

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 6.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	8	8	8

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 70.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	66	54	61	64

File Description	Document
Upload any additional information	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: 25.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	00	00	35	29

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

A Basic Comprehension of the Subject of Teacher Education:

A number of efforts are made to provide an understanding of the discipline of teacher education to students. The induction program is conducted for newly admitted students, during which they are informed of the PLOs of the B.Ed. program. The principal of the institute introduces the students to the syllabus, which encompasses the theory courses, pedagogy courses, and all practical aspects that are addressed in the two-year teacher education courses. In the same vein, a variety of expert talks are organized for the students, and resource persons from the field of teacher education, such as principals of various schools and members of various eminent organizations, are invited to discuss a variety of topics related to the teaching profession. This serves to raise awareness among the students about the field of teacher education.

Procedural knowledge that was developed to equip instructors with the necessary skills for various levels of school education, which are tailored to the individual's chosen specialization:

Our college, which is affiliated with K B C N M University, Jalgaon, implements a curriculum that enables students to acquire systematic knowledge and cultivate a variety of skills. This curriculum includes a skill development program that encompasses micro teaching skills, such as the ability to use question, illustrate with an example, write on a blackboard, vary stimuli, and reinforce and integrate lessons.

The two pedagogy courses that the students select offer the opportunity to hone their abilities in the following areas: the development of teaching and learning materials in the selected subjects, the preparation of activity-based lesson plans, and the organization of exhibitions. Providing opportunities for self-expression and critical thinking, promoting self-learning, and facilitating comprehension of all the activities in these courses, which contribute to the holistic development of our student teachers, through the facilitation of group discussion and group problem-solving. Every year, this procedure is implemented in a systematic manner.

The capacity to apply acquired competencies and extrapolate from what has been learned:

The course curriculum at the institute is regulated by KBC North Maharashtra University, which offers student teachers the opportunity to engage in application-based learning. Through courses such as Teaching Learning Competencies, which encompass Reading and Reflecting on text, student teachers are able to improve their reading and writing skills by participating in the reading process. They then implement these acquired competencies in their actual classrooms.

Additionally, the curriculum includes an additional course that is crucial in the current environment: computer proficiency. This course offers students and instructors the opportunity to acquire the skills necessary to create multimedia presentations, a necessity in their professional lives. The students are responsible for the preparation of blueprints and the development of achievement assessments.

Emotional intelligence, critical thinking, negotiation and communication skills, and collaboration with others are among the skills and competencies that are essential:

The institute places a significant emphasis on the development of a variety of abilities among its students. The institute place a significant emphasis on the development of students' skills and competencies through the transaction of various courses.

In order to cultivate emotional intelligence, the course on self-awareness concentrated on the self development, which involved reexamining one's childhood experiences, including their influences, limitations, and potential, while also empathizing with their own childhood and that of their peers.

The students conduct assignments in which they develop their critical thinking skills and solve problems. Students also have the opportunity to review an educational website and ruminate on open educational resources (OER) in order to enhance their critical thinking skills.

Collaborative opportunities are provided to students through the organization of exhibitions with their peers and the completion of surveys that are integrated into various courses.

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

1.3.2

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

Response:

The college's objective is to cultivate effective educators who are not only proficient in their subject matter but also cognizant of the educational framework in which they are required to operate. This

streamline ensures that students are informed about the evolution of the Indian educational system by providing them with information regarding the various commissions, policies, and laws. They were informed about the most prominent boards in India, including CBSE, ICSE, IB, and state boards. Different group activities are allotted to them in order to facilitate teamwork and in-depth investigation of these aspects.

In order to plan activities and assign them to students, a departmental meeting is conducted. In order to achieve this objective, students are randomly assigned to groups based on their registration numbers. A total of four activities were devised: a multimedia presentation, a seminar, a group discussion, and a project. The task was effectively completed.

The Topics framed in this line were:

- 1) Seminar on the Functioning, Norms, Standards, and Assessment System of the Diversities in the Different Boards of School Education in India.
- 2) Multimedia presentation on the Indian education system from an international and comparative perspective.
- 3) Group discussion regarding the state-specific variations in the Indian educational system.
- 4) Project on the Development of the Indian School System Post-Independence.

The topics were arbitrarily assigned to groups. The students were provided with guidance from the designated faculties regarding the expectations that were placed upon them. Guidance was provided to the students as needed upon the completion of the activities. Students gained an understanding of the differences in the Indian school system, as well as in an international and comparative context.

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

1.3.3

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

Response:

The curriculum is designed to assist students in comprehending the interconnectedness of a variety of

learning experiences, as well as in preparing them for the transition from lower to upper classes and their eventual readiness for the professional world in the final year. In this manner, a variety of practical courses are introduced to students, beginning with an orientation and demonstration of micro teaching skills, at the beginning of their first year. The emphasis is on lesson planning and the Teach-Re-Teach of various teaching skills, including Set Induction, Questioning, Explanation, and Illustration, as well as stimulus variations and Black Board writing skills. Subsequently, integration lessons are implemented to improve the abilities of student teachers. This provides an opportunity to apply a variety of teaching techniques in a cohesive manner.

In the second half of the year, student teachers are expected to engage with the field and plan and conduct lessons of 30 minutes in schools under the supervision of teacher educators. This is a higher level of engagement. Emphasis is placed on the utilization of suitable teaching aids, models of instruction, activities, questions, illustrations, and opportunities for student engagement.

This practice teaching is followed by a multiple-week internship at schools, during which students are engaged in a variety of activities, including the study of the school's timetable, year plan, unit plan, and lesson plan. Teacher, co-curricular activities, morning assembly, and school display boards. Observation of school facilities, including the science laboratory, library, playground, sports facilities, computer laboratory, geography room, drawing room, and music room. Familiarity with the work of headmasters and head clerks. Planning and conducting a minimum of two periods per day. Preparing and implementing a unit test, which includes easy, short-answer, and objective test items, and creating a blueprint under the guidance of the teacher. Assessing answer sheets, presenting and interpreting results, and providing feedback to students.

Students are taught by student teachers who employ a constructivist approach, identifying the learning difficulties of their students and preparing and implementing remedial material. Learning about various registers in the office, conducting assemblies, organizing co-curricular and health-related activities, conducting interviews with the headmaster to gain insight into the school's operations and innovative practices, and preparing test items.

Our student teachers compile a portfolio file at the conclusion of the second year. The purpose of this document is to facilitate the systematic organization of ideas, thoughts, and evidence, allowing students to express their thoughts and ideas about a variety of educational topics and ruminate on the experiences they have acquired during their B.Ed. program.

This is because all of these activities, which progress from a lower to a higher level, are designed to prepare students for their careers.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	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: 46.91

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

2.1.2

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

Response: 70.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	30	39	30	34

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 1.94**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

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

2.2 Honoring Student Diversity**2.2.1**

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

Response:

The college has assessment procedure details to determine learning readiness and learning needs in accordance with the diversity of students.

The college makes every effort to ascertain the students' needs and requirements prior to the program's commencement. At the time of admission, students are provided with guidance and an orientation program is implemented to acquaint them with the curriculum. The mode of internal assessment and the facilities available at the college. Prior to commencing their courses, educators conduct informal assessments of their students. Their level of comfort with the medium of instruction and their understanding of the course. Students who exhibit diversity are identified through the "Diagnostic" and the "Learning Readiness Test." Classroom participation, previous year marks, and the "Talent Hunt" administered at the entry level are all nurtured in accordance with the individual's requirements. The diversity is a concern for the entire personnel, both teaching and non-teaching. The students are provided with a learning environment that is suitable for their requirements. The department evaluates the student's academic requirements and ensures that the necessary support is provided, whether it be technological or verbal, to facilitate improved learning.

Support for students:

Students are apprised of their learning status and are provided with the necessary support. The primary objective of Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College is to offer students as much academic support as feasible. Guest lectures, group discussions, and remedial classes are among them. All students have access to literature, journals, and library resources through a computer center and a well-stocked library. The following are the various methods by which academic support is provided:

For Slow Learners:

Special remedial courses are conducted by teachers to accommodate the requirements of learners who are slower. The medium of instruction has been changed to bilingual due to the rise in the number of students attending Marathi-medium institutions. Extra coaching classes are arranged in the same purpose.

For Moderate Learners

Top priority is a well-organized schedule that encompasses all types of activities and courses. This is achieved by emphasizing peer tutoring, which is advantageous for learners of all backgrounds. Guest lectures are also organized for them.

For Advance Learners

Advance learners are encouraged and assisted in reading beyond the syllabus's requirements. They are granted access to the open educational resources for further examination. Extra counseling/doubt solving sessions are taken for such students.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**

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

7. Multilingual interactions and inputs

Response: D. Any 2 of the above

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

2.2.3

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

Response: As an institutionalized activity 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
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 25.75

2.2.4.1 Number of mentors in the Institution

Response: 4

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College has developed a mechanized system to optimize learning. In order to improve student learning, the teacher educators implement an interactive and participatory approach to their teaching. The college has established policies regarding the use of various learning modes, including experiential learning, participative learning, problem-solving methodologies, brainstorming, concentrated group discussions, and online modes, which involve a variety of activities.

Experiential Learning:

Demonstration and practice session for microteaching abilities. Demonstrations and practice sessions for integrated instruction are conducted in a simulated environment. Students are afforded the opportunity to engage in real-world classroom scenarios and complete their internships and practice teaching under the guidance of their teacher educators.

Participative Learning:

The institution promotes student-centered learning by organizing exhibitions, participating in intra-college competitions, and creating teaching and learning materials. This effort is intended to foster participatory learning among all future instructors.

Problem Solving Methodologies:

Students are provided with opportunities and appropriate guidance to conduct research and case studies as part of their curriculum in order to enhance their problem-solving skills. This enables students to acquire new knowledge by addressing a variety of problems. Students are afforded the opportunity to observe, comprehend, analyze, interpret, and devise solutions to the issues.

e-Learning mode:

Teachers make numerous efforts to improve the learning experience of their students by conducting online classes through Zoom, Google Meet, utilizing WhatsApp groups, sharing e-resources with students, and sharing various links.

Group discussions:

Teacher educators employ a lecture-discussion approach in the classroom to encourage students to contribute their knowledge and ideas, thereby enhancing their learning. The teacher supervises the students during the discussion sessions, which fosters an atmosphere of constructive discourse.

Brainstorming:

In order to encourage students to generate their own ideas and express their thoughts, a variety of individual and group activities, such as elocutions, poetry writing, and essay writing, are implemented. Teachers also implement this approach in their classroom instruction and pedagogy courses to ensure that trainees are also equipped with the necessary skills to implement it in their own teaching.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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..

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

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 100

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 103

File Description	Document
Data as per Data Template	View Document

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

Continuous mentoring is available to students at our college. To address the mentoring issue, the college has established a Mentor:Mentee committee, which is comprised of both students and teachers. The committee is responsible for providing ongoing support to students as they develop their academic and professional skills. Mentors are making endeavors in various capacities to achieve this goal:

1. Collaborating in Teams:

Growth and success are achieved through teamwork. Consequently, mentors strive to enhance the students' teamwork skills. Students are offered guidance in the following ways:

- Enhancing students' communicating and listening abilities. Maintaining a positive outlook on life.
- Recognize and value distinctions responsibilities are being shared with colleagues.
- Emphasizing the capabilities of team members to express gratitude
- It is anticipated that the students will demonstrate effective teamwork as a result of applying these principles in their professional lives.

2. Managing with student diverse nature:

- It is imperative that students at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College, who are to become future educators, possess the ability to effectively manage student diversity in the real classroom. Consequently, mentors propose various strategies for managing student diversity:
- Divide pupils into three categories: slow, moderate, and fast learners. Offer remedial courses to students who are struggling.
- Offer supplementary assistance to students who engage in moderate learning. Engage students in collaborative tasks by providing them with enriching material that is appropriate for their learning pace

3. Behavior of self in relation with peers and mentors:

- Mentors provide guidance to prospective learners regarding the importance of maintaining positive relationships with colleagues and supervisors in the workplace.
- Demonstrate respect
- Discover a method to establish rapport with all members of the team.
- Communicate with colleagues and authorities in a manner that is respectful and professional. Observe appropriate personal hygiene etiquette
- Show compassion toward colleagues.

4. Stress control:

Being in any profession entails a multitude of responsibilities. Upon completion of the B.Ed. program, students are required to enroll in schools, which presents numerous obstacles in terms of integrating their work and family lives. The common issue is the significant tension associated with maintaining a balance between the two. Consequently, the students are not subjected to any stresses of this nature. Mentors at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College are dedicated to the well-being of students by providing them with guidance.

- Make time a priority.
- Establish achievable objectives on a daily basis.
- Maintain a realistic perspective in both your personal and professional life.
- Engage in yoga and meditation.
- Utilize your time effectively.

5. Keeping up to date with current knowledge:

It is crucial to remain informed about the most recent advancements in education and life in order to foster intellectual growth. Consequently, the mentors at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College encourage students to:

- Use educational journals, periodicals, and blogs.
- Search for websites that offer articles that are more focused on a specific topic. Stay informed about the latest developments worldwide.
- Therefore, Mentors at ASMITA MAHILA BAHUUDSHIYA SANSTHA SUMANTAI PATIL B.Ed. COLLEGE maintain a cordial relationship with their Mentees and are consistently enthusiastic about assisting their students in the development of their professional skills.

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**

3. Discussion on recent policies & regulations
4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

2.3.7

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

Response:

At Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College, the educational process is designed to cultivate students' intellectual and reasoning abilities, creativity, innovativeness, empathy, and life skills. In order to promote the comprehensive development of students, teaching pedagogies have been altered over time. Students are consistently assigned a variety of duties, and educators encourage them to think in a divergent manner.

CREATIVITY:

Involves the transformation of students' ideas and imaginations, creativity is a phenomenon that results in the formation of something new. In this direction, students are afforded the opportunity to cultivate their creativity:

For example,

Under the supervision of their respective instructors, students develop instructional materials that are pertinent to their teaching methodologies. In order to improve their teaching abilities, students create a variety of TLMs, including charts, models, functional models, flash cards, posters, and PowerPoint presentations. The student and teacher collaborate to select the appropriate TLMs on a variety of topics, and the students prepare them using their own inventive ideas.

Students are afforded the chance to develop and execute courses that foster their creative thinking. These students employ a variety of teaching models, including the Concept Attainment Model, Inductive Thinking, Advance Organizer, Brainstorming, role plays, and dramatization.

INNOVATIVENESS:

Innovation in Education motivates educators and students to investigate research and leverage available resources to discover novel information. Consequently, instructors and students implement various

strategies to foster innovative thinking among students at our institution.

For example,

Teachers motivate students to participate in research initiatives, which results in the development of innovative ideas. Here, the instructor provides a comprehensive explanation of the purpose, significance, and methodology of research. The research endeavor may be implemented as either an experiment or survey. Students are anticipated to address a variety of issues, including handwriting, homework, attendance, reading and writing, communication, disciplinary, and disinterest. Consequently, students, under the supervision of their instructors, address a variety of educational issues and develop innovative solutions through their research.

CRITICAL AND INTELLECTUAL SKILLS

Flexible thinking and intellectual abilities are essential in this era for the processing, analysis, and synthesis of all sources of information in order to identify the most appropriate solution and the capacity to modify it as needed. The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College educators are making an effort to cultivate these skills by completing a variety of tasks.

The practical course of Drama & Art in Education at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College provides students with the opportunity to engage in intellectual discourse, develop scripts for dramatization, and prepare scripts for street plays/skits. Students are provided with an orientation on script writing by the teacher educators, following which they are permitted to choose a theme, such as social or educational issues. The group prepares reports and coordinates performances in front of the class. This approach enables students to cultivate and apply their intellectual and cognitive abilities.

Empathy:

It is essential to empathize with the perspective of another individual, rather than solely focusing on one's own. Empathy enables us to form relationships, make moral decisions, intervene when we observe others in distress, and collaborate with others.

The curricular activities at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College offer students the opportunity to visit any individual, such as an education-related organization that is dedicated to empowering students or addressing issues related to student teachers. Students are obligated to submit a report after observing the organization's culture, which fosters their development of empathy.

Life skills:

A set of fundamental skills that individuals and groups acquire through direct life experience and/or learning are referred to as life skills. These skills are essential for effectively addressing the issues and problems that are frequently encountered in daily life.

In collaboration with the Hurtfulness Institute, the Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College conducted a workshop on stress management. The workshop concentrated on relaxation techniques and taught the students how a healthy mind can assist in managing stress in both the household and the workplace. Teachers provide students with guidance on how to manage tension in their daily lives, which is a critical life skill.

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.2

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

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

11. Exposure to Braille /Indian languages /Community engagement**Response:** B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.5

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

- 1. Preparation of lesson plans**

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.6

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

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

School Selection/Identification for Internships: Participatory/subject to request:

It is conducted in accordance with the following parameters and upon request from the schools:

1. The schools are selected with the students' subjects in mind, and the process is well-organized and guided for both the schools and the students.
2. The students' options are influenced by the accessibility of the schools.

Orientation to the school principal or teacher:

The college principal and head of department of Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. engage in one-on-one conversations (oral and/or email) with the school principal and instructors to inform them of the activities that the internees are required to complete. The school principal is informed of the inventory of activities via phone call and letter.

Orientation for students who are performing internships:

The students are orientated to the internship through the use of the following methods:

- Students are apprised of the school's policies and expectations, as well as the dos and don'ts involved.
- Students are provided with guidelines to ensure that they behave appropriately in relation to the school authority, students, parents, and attire codes as part of their educational practice.
- Students are apprised of the diverse curricular and co-curricular activities that they are required to participate in during their internship, as well as the requisite resources, such as instructional aids, to facilitate the execution of these activities.

Exposure to a diverse array of educational environments:

Every time students participate in an internship, they are provided with a novel and altered educational environment in order to offer them the most diverse and advanced learning experience possible.

Asmita The Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College endeavors to offer students the opportunity to attend both government and private institutions.

Streamlining the mode/s of evaluating the performance of students:

Throughout the apprenticeship, the training program was formally evaluated for each intern in the following manner:

- Various instructors conduct routine visits to the schools to evaluate and observe the lesson plans.
- Peer observation is an additional component of evaluation in which the peers evaluate and supervise their colleagues, offering suggestions for improvement.
- The "Engagement with field" (EWF) file is used by interns to document their scheduled activities. The college faculty conducts a thorough review of the file and provides appropriate feedback.

Delineating the function of the institution's educators:

The roles of instructors are defined by the college in the following manner:

- The school coordinator and college instructor provide orientation to pupil teachers on the first day of the internship at the school.
- By conducting routine inspections of the school, teachers ensure that the apprenticeship is provided with valuable exposure.
- The teachers guarantee a smooth flow by discussing the student's doubts with the school.

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

2.4.9

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

Response: 27.5

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

Response: 2

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College implements an exhaustive internship program for teacher trainees in accordance with the syllabus established by the affiliating body, KBC North Maharashtra University, Jalgaon. At Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College, we adhere to a well-organized and well-planned internship schedule. Faculty members provide student-teachers with comprehensive training that equips them with the necessary skills to succeed in the field. The faculty members responsible for each subject and skill provide trainees with ample demonstrations of each micro-teaching skill. Student-trainees are afforded the opportunity to practice each skill that has been developed through simulations following the demonstrations. This ensures that the skill is mastered prior to the actual internship at the reputable institutions in the vicinity.

The Coordinator predetermines the list of institutions and ensures that they are informed of the advent of the internship program in advance. Heterogeneous groups of students are assigned to institutions. In order to ensure that students are well-prepared for the internship program, they are assigned schools well in advance of its commencement. This ensures that they are familiar with the route and encounter no obstacles on the first day. The students are provided with information regarding the internship program, such as the contact information of the in-charge, the location of the school, and the local railway stations and bus stops. The school principals are requested to attend an orientation on the first day of the apprenticeship.

The monitoring and evaluation of students in the schools during the internship program is conducted by the College using a well-organized and rigorous mechanism. A school is assigned to each teacher educator on a rotational basis for the purpose of supervision and evaluation. Additionally, educator-teachers preserve an accurate record of each observation and comment communicated.

Duties of school principal:

1. To ensure that the interns are assigned the appropriate classes.
2. To provide the interns with an understanding of the educational system's operation and the responsibilities of a teacher
3. To offer intermittent guidance to interns regarding their performance.

4. To provide the teacher-educator with a report regarding the observations made to drive improvement.

Duties of teacher educator:

1. To guarantee the punctuality and regularity of teacher-trainees throughout the internship.
2. Additionally, Teacher Educators guarantee that apprentices receive the most beneficial learning experiences during their internship program.
3. They also address the issues that students encounter in the institutions and offer viable solutions at the student level.
4. The student's participation in school activities and their observation skills are evaluated by the teacher-educator who has been assigned.
5. Trainees are provided with appropriate feedback to enhance their performance.

Duties of school teachers:

1. To establish a hospitable environment for the interns, allowing them to collaborate and acquire knowledge within the system.
2. To grant them direction in the conduct of the courses
3. To offer consistent feedback on the lecture planning and execution by the interns in the class.
4. To provide the teacher-educator with feedback on the interns

Duties of peer student:

1. To remain seated and observe one's classmates for the duration of the class.
2. To enhance performance by monitoring colleagues.
3. Peers engage in a discussion following the presentation to identify areas for improvement.
4. To contemplate the process of self-improvement and observation

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

2.4.12

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

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

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

Response: B. Any 4 of the above

File Description	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: C. Any 3 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 57.14

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 75

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

Response: 3

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 10.75

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

Response: 43

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:

Teachers at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College make an endeavor to remain professionally informed. The institution engages in a variety of internal discussions. All faculty members actively participate in these types of discussions. The most recent developments in education and educational issues are chosen as the topics for discussion. The government issues a variety of policies and regulations, and the teachers at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College strive to discuss them in order to stay informed. The objective of internal discussions regarding contemporary educational developments and concerns.

- To become informed about the most recent developments and alterations in the education system.
- To raise awareness of policies and regulations.
- To fortify the student body in response to systemic modifications.
- To prepare for modifications to the educational system.
- To address questions regarding the education system's various challenges and issues

Teachers at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College conduct discussion sessions on recent policies and regulations that are issued by the government at regular intervals to acquaint them with the changes that are occurring in the education system. Consequently, endeavors are made to remain informed about the situation. Numerous policies have been examined in the past, including the Right to Education Act, technology in education, gender issues in education, and the draft of the National Education Policy.

The instructors' confidence was bolstered by the discussions on recent policies, as they were now more informed about the educational issues and policies. The instructors' inquiries regarding various policies are resolved, which fosters their curiosity regarding the most recent developments in the field of education.

Asmita's educators Additionally, the Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College provides regular updates to other educators regarding policies and regulations. During exchange programs, information is also exchanged with other institutions regarding modifications to the education system. The MoUs have specified the terms of the discussion regarding policies and regulations. All institutions have made an effort to foster a more robust dialogue regarding the education system.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College operates under a well-established mechanism and implements policies, regulations, and rules that facilitate the comprehensive and continuous evaluation of students throughout the session. The following measures have been implemented by Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College to ensure the integrity of its internal assessments:

Periodic reviews of students' attendance are conducted, and students who disclose deficiencies are notified. Teachers typically assign grades or marks to students based on their assignments, files, and co-curricular activities, and their attendance in the classroom is monitored under formative approaches.

The faculty maintains the student records, and they are evaluated based on their performance in both curricular and co-curricular curriculum areas. All pupils undergo internal evaluations in accordance with the university's standards. Students are required to maintain cumulative recordings of their involvement in a variety of activities.

The faculty is actively engaged in assisting students in the preparation of their assignments. Corrections and modifications are implemented on an ongoing basis.

About Continuous Internal Evaluation(CIE) of students:

- **Internal Exams:** The Internal Examination process is regarded as a viable force by Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College in order to achieve the most favorable learning outcomes. This is the reason why the declaration of examination results has not been delayed. Students are presented with the answer papers, and they are provided with bilingual feedback in the form of verbal or written responses.
- **Class test:** The College faculty evaluates the presentations made by the students as part of the internal evaluation procedure. Skills are assessed on an ongoing basis. The faculty administers the written examination subsequent to the conclusion of each unit.
- **Assignments, Presentations, and Activities—**In this category, teachers are permitted to devise their own evaluation methods. Students are encouraged to engage in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments.
- **Students are also encouraged to implement the theoretical concepts taught in class to real-world situations and problems through these projects, assignments, and other means. The curriculum provides ample opportunities to improve skills through practical sessions.**

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: B. Any 3 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Examination Cell at Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College is well-organized and receives all grievances regarding Internal and External Exams and Assessments. It endeavors to resolve the grievances within the designated time frame.

Grievance Redressal Cell:

The Examination Cell is responsible for addressing all grievances associated with internal assessments and external examinations.

The Examination Cell addresses and resolves all grievances associated with the evaluation procedure. Mentors and faculty members are also involved in the communication of students' grievances. The Class

Mentors initially contemplate it, and the Redressal Cell subsequently takes it up. The redressal measures are implemented following a comprehensive examination of the issue. Proper documentation is conducted in connection with grievances. The grievances are regarded in the following manner:

Internal Grievance Resolution:

In internal cases, the grievances are typically associated with dissatisfaction with the evaluation of internal exams or assessment marks. Consequently, the relevant faculty takes necessary measures to satisfy the Grievance Raiser by providing substantial records, such as attendance and performance records. Types of internal grievances include: * Failure to demonstrate satisfactory performance in any of the assignments results in a deduction of marks. External Grievance Resolution

The college examination committee provides students with the necessary guidance for taking the necessary actions at the university level. The chief of the examination committee collaborates with the other members to ensure the efficient execution of the examination procedure, evaluation procedure, and results, and as a result, the requisite actions are implemented. Also, the college informs the university of any mismanagement in the examination process on the university's part. In the event of any loophole or dissatisfaction, students have the option to file for reevaluation or appear for the back paper. The examining committee addresses the following types of grievances:

Grievances before exam:

- Failure to obtain a hall ticket for the examination
- The admission certificate specifies a distinct subject.
- The acknowledge card does not accurately reflect the individual's name.

Grievances after the exam:

- The outcome has not been disclosed.
- The result list does not contain the name. Specific papers are noted as absent.

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

2.6.4

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

Response:

At the college level, an **examination committee** is established to oversee the overall internal assessment procedure.

The department receives information regarding the students who are scheduled to take the examination from the examination committee. Seating arrangement schedules and a list of invigilators are generated by the college subsequent to the receipt of the student enrollment list. At the college level, the confidential assessment record is preserved.

Each academic department is required to submit the academic calendar's compliance as part of their annual submissions. Furthermore, the internal audit was conducted to verify compliance with documentary evidence.

The procedure is as follows:

Teacher: The subjects that are to be taught during the academic year are assigned to each teacher. The instructor establishes the schedule for the teaching and evaluation of the designated subject. The internal evaluation schedule is determined in collaboration with the department chief.

Head of Department: The Head of the department is responsible for compiling the academic plan submitted by the instructors and ensuring that there is no overlap between the activities in general and the Continuous Internal Evaluation in particular at both the internal and university levels. Afterward, the academic calendar is forward to the IQAC. The decision regarding the dates for the completion of assignments is contingent upon the completion of the syllabus, mid-semester vacations, gazette holidays, and other planned activities of the college, including the Annual Day, Sports Day, Yoga Day, and Festivals.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The vision and mission of Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College are in alignment with the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs), as the college adheres to outcome-based education. The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College is dedicated to the holistic development of its students, which is achieved through the provision of high-quality teacher training and the cultivation of a sense of self-worth and discipline. Students would have the opportunity to engage in a variety of co-curricular activities, both on and off campus, in order to recognize their true potential and value.

The consultative procedure, which involves stakeholders, is implemented to establish the PLOs and CLOs. The University is taking the necessary precautions to accurately describe the knowledge, skills, and competencies that students are expected to acquire during the B.Ed. Program. Asmita The Mahila

Bahudeshiya Sanstha Sumantai Patil B.Ed. College is dedicated to the rigorous pursuit of the targeted aims and objectives in order to deliver high-quality education to the students and achieve the anticipated results.

The CLO and PLO are available on college website at

<https://asmitafoundationcoepachora.com/clo-plo/>

After completion of the B.Ed. program, the student teacher will be able to- (PLOs)

- To impart democratic values such as equality, fraternity, social justice, liberty etc.
- To impart democratic values such as equality, fraternity, social justice, liberty etc.
- To impart quality in teacher education by adopting new methodology, by creating a positive environment and by using updated knowledge.
- To produce skillful teachers for catering divorced needs of students at secondary level.
- To train the teachers to develop competency/skill, Commitment and communication for quality teaching.
- To develop the ability among the student-teachers to adopt and discharge democratic principles in professional and personal life
- To inculcate research skills among student-teachers to find solutions to the problems faced while teaching the learning process.
- To motivate to adopt innovative practices and technologies in education
- To develop rational thinking by stimulating critical thinking among student teachers.
- To inculcate scientific temper by appealing to the student-teacher's critical thinking. • To create a sense of awareness about environmental issues.
- To create responsible citizens of the country.
- To give society oriented training in education.
- To create awareness about human rights education among student teachers.
- To develop a positive attitude among the student-teachers for lifelong Learning.
- To cultivate organizational skills through teamwork, collaboration and cooperation.

Pedagogical Skills:

Implement cooperative and constructivist learning principles in the teaching-learning process

- Evaluate the contexts and the relationship between the school curriculum, policy, and learning.
- implement an understanding of the policies, practices, and cultures that are necessary to establish an inclusive educational environment
- implement information and communication technology to improve the learning-teaching process
- employ drama and art to cultivate the personality of students
- establish a connection between learning and knowledge of gender, school, and society
- develop a fundamental comprehension of emerging educational tendencies
- cultivate a professional demeanor toward instructing

The website provides access to courses and programs.

- Students are informed of the program learning outcomes and course learning outcomes during the orientation process.

- Bridge courses assist in the resolution of PLOs and CLOs for each course at the commencement of the program.

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

2.7.2

Average pass percentage of students during the last five years

Response: 65.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	49	49	29	21

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

2.7.3

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

Response:

The college offers a B.Ed. program with explicitly defined outcomes. Program Course outcomes and learning outcomes The learning outcomes are in agreement.

- The college has a well-organized and systematic procedure for collecting and evaluating data on the learning outcomes of its programs and courses. This data is then utilized to remove the obstacles to learning.
- Seminars, tests, group discussions, and assignments are implemented to evaluate student learning outcomes. The college employs it to surmount educational challenges.

- The college's students offer feedback on the advantages, disadvantages, and benefits of teaching and learning. Additionally, feedback is obtained to evaluate the performance of faculty members.
- The college's Student Welfare Cell assists students in resolving academic, psychological, and other issues, thereby enabling them to achieve the program's objectives.

The following are various methods by which students and personnel are informed of learning outcomes:

1. In the subject class, teachers develop learning activities that encourage students to evaluate their learning outcomes.
2. The Principal conducts a comprehensive analysis of the results of each academic year in conjunction with the Head of Department (HOD), who subsequently consults with the instructional staff.
3. The names of students who have achieved merit are prominently displayed to motivate new students to pursue the correct course of action.
4. The intended Students are periodically informed of the learning outcomes of other co-curricular and extracurricular activities in order to foster an understanding of the significance of cultivating a comprehensive personality.
5. Prizes are distributed to the winners of cultural and athletic competitions.

Both direct and indirect methods are employed to evaluate student learning information. Homework, quizzes, examinations, reports, essays, research projects, case study analysis, and other performances are examples of direct measures. Course evaluations, student surveys, course enrollment information, alumni surveys, and school placement rates are all examples of indirect measures.

Methods for evaluating the learning of students:

1. Summative assessments are conducted to evaluate the performance of students, including tests, assignments, and other course activities. At the conclusion of a unit or course, they frequently disclose the knowledge that students have acquired. Summative assessment is the process of determining the grades of individual students within a course.
2. Formative assessment refers to any method by which students are provided with feedback and input regarding their performance in order to facilitate their improvement. It can be provided in written remarks on assignments or in person during office hours.

File Description	Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 55

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

2.7.5

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

Response:

The Asmita Mahila Bahuudeshiya Sanstha Sumantai Patil B.Ed. College is dedicated to the identification of the requirements of learners at the entry level. In an effort to accommodate the requirements of students appropriately. In order to address the needs of the student, a variety of assessment tasks, including oral presentations, assignments, examinations, project work, and participation in co-curricular activities, are implemented to determine the improvement in student performance, regardless of whether the activity is curricular or co-curricular. The following are a few examples that illustrate the degree to which the assessment tasks and performance of the students reflect their initially identified learning needs:

Some examples:

1. Aman Rahim Tadvi, a member of the 2022-2024 cohort, was a slow learner at the entry level. Additionally, the diagnostic exam and learning readiness test administered at the entry level were not successful. She received remedial classes, notes, and other resources. She achieved exceptional grades in the B.Ed. program.
2. Neha Nilesh Malpure, a member of the 2019-2021 cohort, was a moderate learner at the time of entry. She graduated with a grade of 92.20%. She was a moderate learner. She was able to perform better. She received guidance during the mentoring session. She achieved an exceptional score.
3. Sunita Yadavrao Mhajan, a member of the 2018-2020 cohort, was a moderate learner at the entry level. Additional study materials were furnished to him. He was informed of several open educational resources. At the conclusion, he transitioned into an advanced learner. He was ranked second in the college.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	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

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

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

File Description	Document
Data as per Data Template	View Document

3.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	3	4	4

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: 5.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	4	7

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
Link for 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: 85.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	88	89	91	54

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

3.3.4

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

Response:

The adage "Alone we can do so little; together we can do so much" is a well-known one. Social labor possesses an immense amount of influence. The opportunity to assist the impoverished, empower them, and instill faith in them is immeasurable.

Our college conducts community outreach activities that involve the active involvement of students in a variety of disciplines, including education, health awareness programs, current social issues, women's empowerment, and environmental protection.

Awareness Programs and Rallies: In order to raise awareness about the environment, students conducted awareness programs on topics such as environmental conservation, female health care, and the right to vote.

The college commemorates A tree plantation program is implemented in the adjacent village, and there is a heightened awareness of the importance of maintaining the newly planted trees.

The college organizes rallies, particularly in the vicinity of the village, to raise public awareness of socially significant issues. Programs such as "Prabhaat Feri" on the "Swachh Bharat Mission" were implemented by the students. In addition, students participated in the "Road Safety" awareness campaign.

'Literacy/Education' Contribution.

Students were assigned an assignment to educate children in the slum area that surrounded the school. The idea was to educate the maximum number of minors with the assistance of our students. Our students not only assisted children in utilizing new educational devices, such as mobile phones, for learning during the pandemic, when they were experiencing difficulties with online learning.

Nukkad-Natak, Speech, and Other Activities:

Students endeavored to educate the current generation about the rights and violations of human beings through Nukkad-Natak. The adolescents were encouraged by the students as they played Nukkad natak. Students performed street plays on a variety of social issues, such as HIV and AIDS awareness, gender sensitivity, and equal opportunities for education, in order to demonstrate their vigilance and awareness

against corruption. In one respect, community services increased awareness among community members, while in another, they fostered a sense of community unity.

Social Issues Survey:

Conducting a school internship, organizing a community outreach activity, participating in a seminar or workshop on micro-teaching skills, and organizing a group activity for personality development through group discussions and practice interviews. pedagogical analysis, lesson planning, and so forth. The learning environments that are envisioned in the B. Ed. curriculum are designed to promote self-motivation, active engagement in learning, and positive social interaction. The institute employs a variety of methodologies to provide exceptional management education, including experiential learning, an effective mentorship program, value-based management education that is transparent, global inputs, outreach programs, and immersion programs.

Students' holistic development is facilitated by their active engagement in all activities. It assists students in the cultivation of leadership qualities, the ideal of social services, the cultivation of a sense of solidarity and passion for the community, and the establishment of community relationships.

File Description	Document
Report of each outreach activity signed by the Principal	View 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: 0

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

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

File Description	Document
Data as per Data Template	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: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	0	0

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: 3

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

Response: 3

File Description**Document**

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**

5. Join hands with schools in identifying areas for innovative practice

6. Rehabilitation Clinics

7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

The institution offers a variety of programs and is equipped with a variety of facilities, including classrooms, laboratories, a sports field, a fitness center, apparatus, and computing facilities. Additionally, it has a sports complex.

Our college is equipped with the necessary infrastructure facilities and resources to facilitate the conduct of curricular and co-curricular activities, thereby facilitating the holistic development of the learner.

Classrooms:

The college is equipped with five classrooms, one seminar hall and multipurpose hall, one ICT resource center, and one conference hall that facilitate the teaching and learning process. The entire campus is equipped with Wi-Fi.

Library -

A single library is linked to a single "Library Cum Reading Room" at the college. The Library maintains the records of the books and journals through the use of an Integrated Library System, "DELNET and E-Granthalaya."

Laboratories:

The college offers a curriculum laboratory that includes a Psychology, Science, and Mathematics Lab, a Social Science Lab that is well-equipped, and a Language Lab that is well-equipped with "DLL AMC CHARGE" software and can accommodate up to 20 pupils at a time. It is employed to cultivate the fundamental skills of the English language, which is currently the preferable language for the teaching profession in society. The computer center is well-equipped with software and internet connectivity to ensure that students are proficient in a diverse array of computer applications, thereby preparing them for the current demand for technology-enabled educators.

Technology -

A diverse array of apparatus is accessible in the science and mathematics laboratory, which is utilized by pupil teachers to conduct experiments independently. Maps and charts on a variety of concepts are available in the social science laboratory for the purpose of instruction. The psychology laboratory is well-equipped with psychological tests and materials to investigate the diverse behaviors of individuals.

Computer Resources

The computer laboratory is well-equipped with the most recent versions of Microsoft Office software. Our library is well-equipped with E-Granthalaya Software and DELNET. In our library, there are five computers available, and there are ten computers in the ICT room and ten in the language center. Additionally, five computers are designated for the principal office and clerical duties.

Drama and Art Resource Centre -

Drama and Art Resource Centre and Teaching Learning Resource Center for Work Experience. It offers students the opportunity to cultivate aesthetic value and encourage the pursuit of artistic practices.

Girls' Common Room

It offers female students a space to study, unwind, and engage in informal discussions during their free time.

Sports facility and sports field

To provide assistance with athletic endeavors The college offers a single sports facility and a sports complex. Among the numerous sports that our students participate in are badminton, volleyball, and cricket. Our recreation room is equipped with a variety of games, including table tennis, chess, and carom.

Parking Area

The campus is equipped with a spacious parking area that can accommodate two-wheeler vehicles.

Canteen:

A canteen is accessible on the college campus.

Ramp -

Ramps are accessible on the college campus.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 100

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

Response: 3

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

Response: 3

File Description**Document**

Data as per Data Template

[View Document](#)**4.1.3****Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

Response: 23.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
41543	0	40989	25000	12542

File Description**Document**

Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)**4.2 Library as a Learning Resource****4.2.1****Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

Response:

The college library is equipped with a seating capacity of 25 users and is fully Wi-Fi enabled. It is designed to facilitate students' access to information for their academic pursuits through the internet and

e-resources. Furthermore, the students have been provided with four computers, while the librarian has access to one computer. The library occupies a total area of 202.875 square meters and is situated on the ground floor of the campus. The library is fully equipped with all the necessary amenities for students and faculty members, as well as an abundance of educational resources. The library has a vast collection of literature that can be used to reference for the core and elective papers, as well as for professional development. Additionally, the library provides a reading room for students and faculty to work on reference and study materials. The library is essential to the teaching-learning process, as it offers both online and offline resources for reference. The library and its resources are utilized to the utmost by the students, who are issued books for a week. The librarian guarantees that the library is utilized to its fullest potential.

Library Automation

Sumantai Patil College of Education offers a Software in library and possesses an Integrated Library Management System ILMS: 2023.

Searching documents in the library and their issuance status. This software is time saving and assists in smooth functioning of the Library. The details of library facilities web-OPAC are-

- Name of the ILMS software: Library management software
- Nature of automation: Semi
- Year of automation: 2023
- Features of: An open source library automation software OPAC facilities circulation of E-Journals for faculty members and students available 206 e-books for students nature of automation fully and year 2023

Name of Learning Resource	Numbers
Print books	3146
Encyclopedia	10
Journals	03
Newspapers	05
E-Journals	206
Title	437
Reference	565
Donated books	50
Available Computers	05
Services provided by Library:	
The library follows the open access system. The library provides access for e-resources	
Available from 10.30 am to 5.00 pm. on all working days.	

File Description	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:

Since its establishment, Sumantai Patil College of Education has maintained a comprehensive library on its premises to aid and support students in their academic pursuits. The library at Sumantai Patil College of Education is updated annually to accommodate the evolving requirements of the education system and the training of teachers.

In response to the evolving needs of the education industry and the rapid digitization of education throughout the nation, the college library has implemented a remote access system that enables students and faculty to access library resources from anywhere in the world without the need to physically visit the library.

A library is an essential component of any educational institution. The college library functions as a learning environment for students to conduct independent research. Libraries furnish resources and foster creativity in the cognitive process, thereby enhancing the accuracy of learning.

All students and instructors are permitted to utilize library facilities at any given moment. The library personnel is available to provide assistance to both students and teachers. Free internet access is provided by the library.

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.41543	0	0.40989	0	0.12542

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

4.2.5

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

Response: 3.31

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: 86

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: 75

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: 65

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: 56

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: 72

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
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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: C. Any 2 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:

It is imperative that students acquire and comprehend the most recent technologies in order to be prepared for the workforce. As a result, educators are integrating technology with traditional instructional methods to engage students in long-term learning. Colleges are utilizing information and communication technology (ICT) in education to enhance and optimize the delivery of education. The college has adequate IT infrastructure for administration, research, and instruction. The institute boasts expansive lecture halls that are completely equipped. It offers the pupil-teachers the opportunity to develop practical skills and observe firsthand the operation of various apparatus with dexterity. Smart classrooms are our instrument for enhancing the efficiency and effectiveness of instruction. Our objective is to ensure that all multimedia apparatus in lecture halls is standardized, thereby enabling faculty to maintain the same level of technical control and capabilities regardless of their location on campus. The campus provides

Wi-Fi access to all students and faculty members. (The internet speed of Wi-Fi is 30 Mbps.)

The college has 23 computers out of which 18 are for students use only.

The college has been upgrading its hardware, software, and allied IT facilities in accordance with the necessary upgrades over the years. The college endeavors to consistently introduce the most recent technology in the disciplines of computing and information technology. The institute was previously endowed with IT resources, including 30 computers, 1 smart board, 2 projectors, 6 computer speakers, and 1 pen drive. However, the Headphone Institute has since upgraded its ICT equipment and added additional devices, including 20 headphones for the language lab and 3 printers (LaserJet 2 in 1). The institution is currently equipped with upgraded ICT facilities, including 05 Wi-Fi routers, 03 webcams, and 04 CCTV cameras. Additionally, there are three hard drives and a power backup (inverter) available.

Classroom Management:

Smart boards, microphone systems, and CCTV cameras are installed in the college campus to ensure the safety and security of all students, instructors, and equipment. The fundamental attributes of classroom management include the regular cleaning and maintenance of the stock list of classroom assets, as well as the annual maintenance of all modern teaching technology systems for repairs and replacement.

Software and hardware:

Updating software associated with administrative and overall campus infrastructure maintenance, as well as hardware and software maintenance. Computers, printers, software, CCTV, fire extinguishers, garden equipment, and security systems undergo annual maintenance.

Library -

After obtaining permission from the principal, the borrower is required to substitute the books with those of the same edition or the most recent edition in the event that they are lost.

The librarian should be informed in writing of the loss of the borrower card. A duplicate card will be issued to them after the borrowing register has been reviewed.

Borrower credentials must be returned to the library at the conclusion of the academic term.

The removal of books and other reading materials that are no longer relevant for current reference is conducted on a regular basis.

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.48

File Description	Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 40**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 40**4.3.4****Facilities for e-content development are available in the institution such as**

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 0**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.673	0.684	0.813	0.954	0.839

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

4.4.2

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

Response:

The institution offers a variety of programs and is equipped with a variety of facilities, including classrooms, laboratories, a sports field, a fitness center, apparatus, and computing facilities. Additionally, it has a sports complex. All facilities are taken care of by the teaching and non-teaching staff of the college which is overseen by the management of the college.

The college is equipped with the necessary infrastructure facilities and resources to facilitate the conduct of curricular and co-curricular activities, thereby facilitating the holistic development of the learner.

Classrooms:

The college is equipped with five classrooms, one seminar hall and multipurpose hall, one ICT resource center, and one conference hall that facilitate the teaching and learning process. The entire campus is equipped with Wi-Fi.

Library -

A single library is linked to a single "Library Cum Reading Room" at the college. The Library maintains the records of the books and journals through the use of an Integrated Library System, "DELNET and E-Granthalaya."

Laboratories:

The college offers a curriculum laboratory that includes a Psychology, Science, and Mathematics Lab, a Social Science Lab that is well-equipped, and a Language Lab that is well-equipped with "DLL AMC CHARGE" software and can accommodate up to 20 pupils at a time. It is employed to cultivate the fundamental skills of the English language, which is currently the preferable language for the teaching profession in society. The computer center is well-equipped with software and internet connectivity to ensure that students are proficient in a diverse array of computer applications, thereby preparing them for the current demand for technology-enabled educators.

Technology -

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Parking Area

The campus is equipped with a spacious parking area that can accommodate two-wheeler vehicles.

Canteen:

A canteen is accessible on the college campus.

Ramp -

Ramps are accessible on the college campus.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	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: B. Any 5 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	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: 15.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	9	4	7

File Description	Document
Data as per Data Template	View Document

5.2.2

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

Response: 80

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 16

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

Data as per Data Template

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

Response: 12.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	7	4	8

File Description**Document**

Data as per Data Template

[View Document](#)**5.3 Student Participation and Activities****5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

The Student Council is democratically established and operates in a responsible manner under the supervision of the College Head. The council is duly elected by the college. The Student Council is involved in a variety of academic and co-curricular activities and organizes various programs. Student Council Membership: It consists of

a) The President**b) Election of the President and Secretary**

The President and the Secretary are directly elected by the students of the college, who are either on the college rosters or as determined by the college.

President and Secretary Eligibility: - The following criteria are required to be eligible for the positions of President and Secretary.

- The most recent academic session was attended by 75% of the students.
- Exemplary behavior in accordance with the college's records
- No Essential Repetition in the Previous University Examination (No Backlog of Papers)

Membership eligibility:

- Nominations will be available to first-year students.
- Active participation in departmental activities and good conduct in the college.

In order to guarantee that all students are represented impartially, the committee is composed of students who are selected in a predetermined ratio. The coordinators (faculty members) are responsible for closely monitoring the council members to ensure that the council operates in a well-organized manner. The Student Council members are involved in a variety of committees, including the Library, Anti-Ragging, Sports, and Cultural Committees.

The Council's responsibilities include:

I. President of the Student Council

- Serve as the student body's representative at all college events.
- Coordinate the interviewing, selection, and operation of committee chairpersons and task forces.
- Manage the operations of the student body officers who have been elected.
- Preside over and develop the agenda for Student Council meetings.

II. Secretary of the Student Council

- As requested by the president, represent the student council at all college events.
- Organize the activities of committees.
- In the event that the president is unavailable, superintend over Student Council meetings.

III. The Council Members

- Facilitate the exchange of ideas between the Council and the student body.
- Inform the class of the outcomes of the Council's actions.
- Contribute to their designated cell.
- Participate in volunteer work as required

The Cultural programs and recreational events are indicative of the Students' Council's role:

- One or two mentors from the respective cell provide guidance to the students, who are divided into groups.
- to organize sport and cultural activities for students.

Women's Empowerment:

The Members coordinate a variety of programs, including International Women's Day, to promote the empowerment of women.

Student Welfare:

The Students' Council Members are an integral component of the Students Welfare Cell and are actively involved in the organization of welfare-related events and activities for the students.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	0	4

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

Alumni association is non-registered but functional in the college.

Alumni play a multitude of valuable roles, including contributing to the development and expansion of an institute's brand through their word-of-mouth and work strength. An alumni group or alumni association is an organization of former students (alumni) or graduates. Furthermore, these organizations frequently offer assistance to recent graduates and offer a platform for forging new alliances and cultivating business relationships with individuals from comparable backgrounds.

Our College's alumni are prominently featured in a variety of disciplines, including academic and social work, professional fields, education, and teaching. The College has an active alumni group that is currently unregistered; however, we anticipate that the alumni association will be registered in the near future.

The College alumni group's objective is to cultivate a sense of loyalty and to advance the institution's overall well-being. It provides networking opportunities that can facilitate the connection between recent graduates and established professionals.

Every year, our college organizes an annual event. There is a designated area on the college premises for their general meetings, where they can engage in discussions, plan, and communication with one another. They can also execute their plans with the assistance of college faculty and students.

The goals of our college's Alumni group are as follows:

- To ensure that all alumni are informed of the most recent information and updates.
- Persistent sense of affiliation with the Alma Mater.
- Offer financial assistance to Alma Mater. 4. Engage in internships and instructional practices.
- Offer opportunities for placement and the development of the institute's brand.

We adhere to a procedure at the college to ensure that students are included in the Alumni Group. We have developed a registration form for all final-year students. Students after registering can become a member of this organization. We also encourage our final-year students to remain active in our WhatsApp groups in order to maintain a long-term connection and to share their experiences, memories, and any updates regarding vacancies or forthcoming events.

We also encourage them to attend alumni meetings in large numbers in order to offer recommendations for the enhancement of the institution.

In terms of the college's participation and decentralization positions, there is a representative from the college's alumni group who serves as a member of the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC). This member is permitted to provide input and suggestions regarding the college's operations during meetings. They continue to develop as resource persons in seminars and the orientation program for newly admitted students. Seminars for students, they serve as a source of motivation and assist them in developing their abilities for practical applications.

The alumni group has made substantial contributions through a variety of activities over the past five years:

- Improving the motivation of new students
- Coordinating a variety of events

- They provide assistance with online teaching and learning. 4. They provide assistance with placements.
- They provide assistance with internship programs.
- IQAC and CDC are organizations in which alumni are actively involved.
- They occasionally conduct guest lectures.
- Collecting funds for a variety of activities
- College development planning Alumni have made two substantial contributions:

Internship and Placement:

The alumni group has played a substantial role in the college's growth. Our alumni group has been diligently fostering connections with its alma mater. The college has secured a variety of internships and placement opportunities for its students with the assistance of this group.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	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
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 5

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

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

File Description	Document
Data as per Data Template	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The institution maintains an Alumni group that fortifies the network among alumni, faculty, and management, as well as establishes a close relationship with the Institute's students.

The college's alumni group is a vibrant organization that is comprised of numerous alumni. We try to gather Alumni every year to reconnect with their peers, students, faculty members, and management. They share their experiences and cherish their memories. The institution has incorporated its alumni as a substantial component of numerous notable academic and administrative bodies, including the Internal Quality Assurance Cell, College Advisory Committee, and Curriculum Development. Alumni suggestions are highly valued by the institution, and it employs its services to facilitate its growth in every conceivable manner.

Each year, the institution hosts an Alumni Meet for all its alumni. The college organizes numerous activities for the alumni, honors them, and provides all current alumni in attendance at the alumni meet with souvenirs such as cups, photo frames, and mementos.

Meetings with its Alumni Group are conducted by the institution on an ongoing basis. In an average year, alumni groups arrange three to four meetings. To facilitate these discussions, they are assigned a separate

room where they can exchange their perspectives. Former pupils are afforded the opportunity to submit recommendations regarding the institute's infrastructure and operations during these meetings. Alumni of the institute are instrumental in the provision of mentoring, career guidance, and campus interviews for students. They leverage their professional connections to facilitate internships and campus interviews, as well as engage in discussions on a variety of topics to inspire students to perform at their best and enhance their capabilities. In addition to formal alumni association meetings, the institution also solicits alumni support through various modes, including the collection of input and suggestions regarding the current curriculum.

Information regarding emerging trends is disseminated through a variety of social media platforms, including WhatsApp and Facebook.

The alumni organize a presentation on a specific topic for students in the field at each Alumni meeting. The topics on which these discussions and lectures have been organized are as follows:

Guidelines for enhancing communication skills, experience sharing regarding the significance of participation in co-curricular activities, motivational words for the development of a successful teacher, the exchange of ideas related to the constructivist approach, a discussion of the challenges in the teaching profession, a SWOT analysis, guidelines for preparing for an interview, and ICT-based learning. Lecture on professional ethics, lecture on innovations in teaching methods, lecture on strategies for fostering creativity, and discussion on the development of teaching skills. These discussions and discussions are conducted with the students to inspire them and cultivate their abilities in order to achieve their best in this innovative field of education.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution's governance is indicative of participatory and effective leadership. mechanism in accordance with the vision and mission

We aspire to be one of the most prestigious institutes of teacher training that provides students from the paternal state with a quality and value-based education. Our perpetual objective is to. ensure that the underprivileged students from rural and semi-urban areas, particularly those who aspire to higher education, are provided with a safe, secure, and conducive learning environment.

The college endeavors to:

The institute is reinforced by the periodic meetings that principals conduct with both teaching and non-teaching personnel. A significant amount of editing is necessary to guarantee the institution. Principals utilize ACR to assess the performance of their employees in order to guarantee accountability.

Senior members serve as convenors of numerous committees, which receive input from staff members. This ensures that all faculties are represented. The committees are responsible for a variety of programs in institutional development, and a unanimous decision is reached.

The academic session's planning commences with the development of a comprehensive academic calendar that is in accordance with the university's annual calendar. The annual classes are conducted in accordance with the weekly timetable, which regulates the teaching schedule.

Tutorials and peer instruction are implemented to identify vulnerable students for additional reinforcement throughout the academic year. Students will also receive counseling during the admission process. The Parent Teacher Association is established at the commencement of each session, and it is where valuable inputs are collected.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

In accordance with its commitment to democratic traditions and collective leadership, the college implements participatory management and decentralization. One particular example of this practice is the extensive delegation of authority to the teacher in the college.

The methods by which all educators approach the administration process is as follows,

The departmental members' teaching arrangements are overseen by the principal. The authority of teachers to modify the routine is recognized.

They frequently assume the responsibility of organizing seminars, workshops, career counseling sessions, remedial measures, interdepartmental execution, and study excursions.

The nature, pattern, and duration of special and remedial classes for the students of their department can be determined by them.

The aforementioned enumeration of features that comprise participatory management is a clear indication of the ethics of decentralization, which is essential to the institutions and information that underpin their operation at every level.

6.1.3

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

Response:

Salary and other expenditures are directly regulated by the trust management, which collects funds from students' fees in accordance with established standards. These funds are considered a self-generated resource and are allocated for salary purposes. Our college is self-financed. The Trust has direct control over the fees and funds available to the college. Periodic audits are implemented to guarantee that payments are processed through checks with complete transparency. The students' bank accounts are promptly credited with scholarships and other benefits that are available to them.

Academic affairs:

The college admits students to the B.Ed. program through an entrance examination administered by the state government. Admission is made in accordance with the government's periodic guidance.

Administrative matters:

The college administration is comprised of all employees, regardless of their position. At the commencement of each session, they are assigned additional responsibilities in addition to their regular responsibilities. The employees demonstrate a profound commitment to completing the designated tasks.

At the commencement of each academic year, numerous committees are established to ensure that the college's diverse activities are effectively incorporated.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college's approach is highly focused and action-oriented. Our institution has devised both short-term and long-term strategies to accomplish its objectives. The college's strategic plan, which is time-bound, is effectively implemented and supported by the necessary financial allocations. The principles of transparency and participation regulate the college officers.

The college maintains an IQAC that operates on the premise of MIS. The college maintains an effective management system that is designed to acquire, align, and integrate information regarding its academic and administrative operations. The college maintains a high standard of conduct. The college maintains a high standard of deliberation and decision-making. The head is required to be informed of the matter by the numerous teachers in charge. It is a practice that is scrupulously observed and well-planned.

The following activities are specifically included in the preview of the issue at hand:

- Syllabus coverage
- Use of Audio –visual Aids
- Students attendance record
- Use of ICT and Educational Technology.
- Internal assessment
- Organization of CCA
- Laboratory work

The aforementioned matters are managed by the relevant committees, which are lead by the college's Principal.

The chairman of respective committee are subsequently provided with the data that has been collected. At the commencement of each academic session, a prospective plan is devised. The faculty's collective wisdom is the foundation for program development.

6.2.2

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

Response:

The institutional body's operation is both effective and efficient, as evidenced by the institution's policies

and administrative director. He is supported by the most senior teacher, such as the professor in authority and other professors. They all adhere to the norms and regulations established by the UGC/NCTE/state government for the constituent colleges. The academic and curriculum development of students is directly under the control of the faculty. The committee has been represented by staff members. In order to ensure the seamless operation of college activities, over 15 committees have been identified. Members of each committee include committee chairs, personnel, and students. They collaborate to organize the events. The institution's committees are each clearly defined. In addition, the college establishes a variety of committees to ensure the efficient operation of its various activities, including:

- NAAC starting committee
- Admission committee
- Library committee
- Building committee
- Students placement cell
- Student counseling cell
- Sport Cell

File Description	Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

6.2.4

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

Response:

Various activities and plans in the college are formulated in accordance with the guidelines of the State Higher Education Department K.B.C.N.M.U and the vision and mission of the college. The members of the respective bodies carry out the planning and implementation of all the activities of the various bodies and committees through a well-organized system of planning and evaluation. Minutes of staff meetings are appropriately recorded for maintenance and transparency of records. Based on feedback and suggestions from stakeholders, including college students, CSCA, teachers, members of the parent teacher association (PTA), alumni, and IQAC, the institution consistently strives to effectively implement and execute all plans and decisions while considering the students' welfare and the institution's overall development. Press releases are also issued by the institution to announce significant accomplishments. Additionally, the college furnishes critical information on its website and notice board. The academic and cultural calendar is implemented in a timely manner by the various bodies and committees that are present in the institution. The decisions made at various meetings are accurately documented, and effective measures are implemented to ensure that they are implemented in practice.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college's management is entirely committed to enhancing the professional development of its teaching and non-teaching personnel in the current environment. The staff's professional development is guaranteed by the college.

- Promoting faculty members' enrollment in orientation, seminar, and refresher courses and workshops
- Motivating faculty members to submit research papers to national and international journals.
- Encouraging faculty members to participate in a variety of state and local-level research projects.
- The administrative and non-teaching personnel also require training in advanced skills that are pertinent to their roles.
- Staff members are provided with training in software and computer administration in accordance with their needs.

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

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

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.3**

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

Response: 0**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.4**

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

Response: 0**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

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

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

Our institution has implemented performance evaluation mechanisms to enhance the teaching, research, and service of its faculty and staff. The college analyzes and effectively employs the assessment and evaluation results, as well as the annual appraisal outcomes of both teaching and non-teaching staff.

The college maintains a suggestion box for stakeholders to submit suggestions regarding the faculty's performance. Students are encouraged to provide feedback and are encouraged to communicate with the principal and management. The assessment at the conclusion of the academic year also includes a comprehensive evaluation of students and peers' perspectives on the various academic and co-curricular programs that the college organizes during the academic session. Students are afforded the opportunity to convey their opinions. The faculty and other staff's performance is addressed in the feedback form's columns. Additionally, the faculty is obligated to submit a self-assessment report.

The principal, the teacher in command of the event, and the relevant committees present their evaluations. The place manager is responsible for determining the course of action for the executives after analyzing all of the suggestions and feedback. A report is subsequently prepared.

The analysis report is implemented to enhance the quality of life for the faculty and other staff. This leads to the effective operation of the college, as the decision-making bodies, committees, and functionaries determine the mode of operation, allocate the requisite resources, and issue directives for its implementation.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Our college has implemented a system to oversee internal and external audits to guarantee that the management is responsible for the accurate accounting of student fees and their receipts and payments. An internal financial committee evaluates all vouchers on a biannual basis. The invoices and vouchers are verified to ensure that the expenses incurred under the various categories are thoroughly reviewed. In the event that any discrepancies are identified, the principals are notified. This process has been repeated for the past five years.

The following mechanisms are employed to oversee the efficient and effective utilization of financial

resources:

Recurring expenses, including salaries, electricity, internet charges, maintenance costs, stationary other consumable fees, and non-recurring expenses, such as lab purchases, furniture, and other development expenses, are included in the college budget.

The accounting department will oversee the expenditure in accordance with the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	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)

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

6.4.3

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

Response:

The procedures for budgeting and auditing are consistent and standardized.

The college's revenue streams are legitimate and well-documented. Financial planning is conducted to guarantee that the necessary funds are allocated for all college activities. The financial regulations of the

college are in accordance with the approved procedures of financial management. It allocates funds for all expenditures that are transparent. It ensures that transactions are transparent and adheres to all legal restrictions in the financial sector.

The college is self-sufficient and does not receive any grants to support the program's operation. The sole source of revenue is the fee collected from students in accordance with the NCTE and the affiliating university's regulations.

The annual budget of the college contains the specifics.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Quality management strategies have been implemented in the administrative aspects of our College. It is intended to foster an environment that encourages innovation, creativity, and the enhancement of quality.

In 2022, the college established a seven-member Internal Quality Assurance Cell (IQAC) to address the evolving educational, social, and market needs.

The cell evaluates various aspects of the college's operations and supervises them. It provides recommendations intermittently throughout the duration of the course. This cell also evaluates and responds to suggestions that are submitted through various channels, including verbal, written, and allied channels. Its principal pursuits encompass.

- The establishment and implementation of quality benchmarks parameters for the college's administrative operations.
- Enabling the establishment of a learner-centric environment that is conducive to the development of high-quality education and faculty. Maturity in the adoption of the necessary knowledge and technology to engage in the teaching and learning process.
- Organization of feedback responses from students, parents, and other stakeholders regarding institutional processes that are related to quality.
- The dissemination of information regarding the diverse quality parameters.
- The organization of workshops and seminars on quality-related topics, as well as the promotion of quality communities, within and between institutions.
- The documentation of the college's diverse programs and activities that contribute to the enhancement of quality.
- The development and maintenance of an institutional database through a management information system (MIS) are intended to maintain or improve the quality of the institution.
- Establishment of a culture of quality.

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

6.5.2

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

Response:

The curriculum committee and IQAC of the institution evaluate the performance of the programs that have been approved by them. The implementation of academic programs and the quantity of targets attained are indicative of the quality.

The academic programs are meticulously planned and executed by the institution. The benchmark for further development is the feedback from stakeholders and the results of the previous year in order to maintain the quality of its academic programs.

The college endeavors to;

*Ensure that all activities are conducted in accordance with academic calendars by employing a schedule.

*Through the principal, supervise the delivery of content by faculty

*Ensure that students achieve high levels of performance in their academic internal examinations.

*Ensures that students attend academic internal examinations

*Ensure and maintain stack verification

LCD projectors have been installed in a variety of classrooms to facilitate the departure process.

* Remedial classes are structured in accordance with the students' feedback and requirements. The institution has implemented measures to digitalize the library in order to make it more student-friendly. Students are also granted access to the internet in the library.

* The syllabus is implemented in accordance with the directives of the K.B.C.N.M. University Jalgaon, and the college has no control over it.

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: 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

The teaching and learning process, operations, and learning outcomes of our institution are evaluated. The IQAC is committed to the ongoing evaluation and enhancement of the teaching and learning process. The academic calendar is meticulously maintained, displayed, and disseminated throughout the institute.

The academic calendar contains the schedule and results of examinations for the summer, winter, and mid-term holidays, as well as admission to B. Ed. programs.

Orientation programs are mandatory for all newly admitted students, during which they are instructed on the philosophy, specificity of the educational system, teaching and learning process, and continuous assessment system. The institution's culture and discipline, numerous cultural activities, and the compulsory care curriculum. Additionally, all students are provided with a guided tour of the campus and its various facilities. They are informed of the time allotted for feedback and the necessary measures are taken to facilitate the teaching and learning process.

IQAC has consistently prioritized the process of learner-centered teaching and learning, and it has established a policy to periodically assess and evaluate it. Consequently, the IQAC adheres to the evaluations of teaching and learning activities and makes modifications in response to suggestions. IQAC periodically evaluates the teaching process to determine the learning outcomes and recommends the expansion, enhancements, and addition of anticipated materials, equipment, infrastructure, and more for both graduate and regular students.

File Description	Document
Relevant documentary evidence in support of the claim	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:

Energy conservation is the deliberate and systematic reduction of energy consumption. Examples of energy conservation include turning off the light when you exit a room, unplugging appliances when they are not in use, and walking instead of driving when feasible. People conserve energy for two primary reasons: to reduce the demand on the earth's natural resources and to increase their control over their energy expenditure. It is the moral obligation of all citizens to ensure that energy is used judiciously in daily life, that there is no waste, and that the significance of energy conservation is spread to promote a sustainable future and a healthy environment.

The institute is committed to energy conservation and ensures that every reasonable effort is made to conserve energy. The institute's Energy Policy encourages the adoption of environmentally responsible practices and behaviors, the exploration of innovative solutions, the integration of learning and practical application, and the enhancement of educational value. It also adheres to cost savings and regulatory compliance.

Energy Conservation: In order to reduce energy consumption by 80%, the college gradually supplanted conventional fluorescent tube lights with LED lamps. Low-power, high-efficiency devices were implemented in lieu of electrical apparatus. There is a preference for natural ventilation over air conditioning systems. In the campus, energy-efficient products are implemented in ceiling fans, air conditioners, and other devices.

Energy Conservation Cell: The "Energy Conservation Cell" of the institution is responsible for overseeing all of its operations in order to minimize energy consumption to a practical extent.

A continuous priority of the college is the reduction of energy consumption, which is achieved through an awareness program that involves student-teachers, mentors, and college personnel.

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

7.1.2

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

Response:

Waste management is a shared responsibility of the local government, private organizations, and individuals, as our organization has implemented. In order to optimize and analyze refuse, our institution has implemented an integrated waste management system. It is predicated on the idea that refuse management should be examined holistically. The definition of "waste" has evolved from "a material that is useless" to "a resource that is located in the wrong location." The institute is cognizant of the refuse generated by its operations and guarantees that all waste is responsibly disposed of and utilized. Sustainable waste management is the process of managing refuse in a way that is both environmentally friendly and socially acceptable. Waste management practices within an institution are classified into three distinct categories:

Solid Waste Management

The institution's solid waste management practices adhere to the standards established by the International Institute of Waste Management. A structured, systematic, and multi-level solid refuse management process must be implemented. The institute educates students and staff on proper waste management practices through lectures, advertisement on notice boards, and the display of slogan boards on the campus in order to reduce waste.

Management of Liquid Waste

The concealed pipe line transports the refuse chemicals mixed water from the laboratory to the soak pit. In the common drainage pit, liquids are diluted by being mixed with the liquid refuse from the washroom and toilet.

E-waste management

The term "e-waste" refers to electronic devices that have been discarded, surplus, damaged, or rendered obsolete. One of the quickest growing waste streams of E-waste is the result of the high rate of obsolescence, the rapid growth of technology, and the upgrading of innovation.

The institute manages e-waste by collecting items from staff, faculty, and students at common locations and conducting an auction to authorize recyclers.

In the campus, the entire spectrum of solid refuse generation, segregation, and collection is processed in a systematic manner. Mixed waste is rendered ineffective as a resource until waste separation is implemented at the source. Consequently, the institute's waste is categorized into three distinct streams: biodegradable, non-biodegradable, and domestic hazardous waste, which are disposed of in appropriate bins.

The institute generates biodegradable waste from the remains of food items from the canteen and raw materials. Additionally, the verdant area of the campus contributes to the accumulation of tree droppings. These are processed in an organic waste composter, resulting in the production of manure.

Solid waste that is not biodegradable is transferred to the landfill site that has been approved by the Grampanchayat. The institute generates negligible quantities of hazardous waste.

Additionally, we conserve rainfall by collecting runoff from previous surfaces and directing it to the rain harvesting pit.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3**Institution waste management practices include**

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

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

Response: B. Any 3 of the above

File Description	Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

Sanitation is regarded as a fundamental determinant of the human development index and quality of life.

Maintaining the quality of our college education is not only beneficial for productivity, but it also increases the probability of attracting additional students. The institute promotes and aligns its objectives with the Swachh Bharat Mission or Clean India Campaign, thereby affecting the behavioral and attitudinal characteristics of the population. The college is adamant about the importance of Information, Education, and Communication (IEC) in order to facilitate the active engagement of campus users.

The college prioritizes and manages all fundamental aspects of purity maintenance, including personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene, and environmental sanitation.

Plantation spaces are essential in the pursuit of a sustainable, habitable, and healthy campus. In order to enhance the college's verdant cover, numerous tree planting campaigns have been implemented. The college also implements a sapling distribution program as a means of fostering environmental sustainability and awareness during events and functions. The college prohibits intra-campus vehicle movements in order to improve the purity of the indoor air on campus, thereby reducing air pollution.

The college's sewage disposal system is robust and serves as a guiding force in the implementation of hygiene and sanitation on campus.

The college maintains a resiliency in the deployment of a dedicated staff to oversee the water and waste management systems on campus. The campus's routine maintenance not only reduces waste but also fosters a sense of cleanliness.

Access to sanitation facilities is a fundamental entitlement that is essential for the protection of health. The institute's separate and secure sanitary facilities for females on campus are also a positive factor. Safe potable water sources that are dedicated and sourced from storage tanks. The water purifier (RO System) is installed at the common level to guarantee the quality of the water.

The college adheres to the principle that prevention is preferable to remedy and takes it seriously.

The campus area is adorned with numerous promotional signage to encourage and inform students to refrain from pollution in public areas. The campus implements the use of color-coded dustbins to segregate solid waste at the source, ensuring the secure collection, confinement, and disposal of waste.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.016	0.07	0	0.03	0.04

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources,

community practices and challenges.**Response:**

The Institute will capitalize on the local environment.

Our college is particularly attentive and supportive of issues related to the environment, society, and the community. The college has periodically conducted seminars, webinars, and programs that address the topics of society, environment, and community. Different initiatives, such as plantation, are organized by the college to cultivate a healthy environment. The College endeavors to foster a sense of unity and foster a positive relationship among its students. For any safety-related concerns, the Police Station is situated within a one-kilometer radius. The college provides its own parking area on the campus.

Resources and expertise regarding geography

There is an advantage to our college's location in proximity to KBCNM University. Resource persons, KBCNM University personnel, faculty from the Department of Education, principals, and staff from cooperating schools are invited to participate in seminars, workshops, and conferences. Sharing expert advice from the primary university is feasible due to its proximity. The faculty members visit the parent university to declare their results and to obtain clarifications in any administrative or academic matters.

Community practices and obstacles

The majority of students who apply for admission to the institution are local residents, hailing from the surrounding areas and other districts of Maharashtra State. The national developmental activities, national festivals, awareness rallies, and government and non-government campaigns are actively engaged by all students and faculty members. Displayed on the college campus are the flex boards that promote environmental awareness, the utilization of diverse resources, social harmony, unity, and moral values. Colleges serve as catalysts for national integration and harmony in the region. During the internship, student-teacher trainees have access to all scientific instruments from the laboratories in order to conduct practical activities that are consistent with the content of the subject methodologies.

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

7.1.9

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

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best practice I: Empowerment and Sensitization of Women

Objectives

A secure and gender-neutral environment in which boys and girls, men and women, coexist harmoniously.

To the empowerment of young women and the sensitization of both genders by offering them strategies to achieve sustainable objectives for personal, professional, and social development.

The Context: The college provides academic, research, training, and allied programs to promote the empowerment, development, and welfare of women, utilizing a variety of technologies and delivery systems.

The Practice: The College is committed to preserving and enhancing the gender-neutral environment in order to educate the youth about the empowerment of women and girls and the importance of gender equity. It has conducted capacity-building workshops, extension and outreach programs, counseling sessions, and workshops for women and adolescents, as well as gender sensitization programs.

Proof of Success

The College has established and executed committees for the prevention and resolution of sexual harassment, anti-ragging, and grievance redressal.

Over the years, the College has been able to retain its female faculty, and they have experienced social upward mobility in their careers. More girl students started participating in college activities and found to have developed self-confidence, self-respect.

Challenges Faced and Resources Required: The short academic schedule, the organization of various

programs during working hours, and the lack of financial resources were among the challenges that were encountered. Additionally, the implementation of the annual plan and its monitoring were among the obstacles.

Best practice 2: Indulging in the splendor of national festivals

Objectives

- To facilitate students' comprehension of the advantages of attaining independence
- To cultivate a sense of patriotism and service among the students
- To motivate students to engage in cultural events

The Context

The significance, contribution, and importance of the individual or event in question from a social or historical perspective The festivals of India are characterized by their vibrancy, pleasure, and jubilation. A multitude of festivals are celebrated with enthusiasm in India. In addition to these festivals, there are a handful of national festivals that are celebrated with national pride and enthusiasm by the entire nation. Student teachers perform solo dance, group dance.

The Practice:

Our college is dedicated to the genuine objective of education, which is the comprehensive development of students' personalities. The institute commemorates national festivals with great enthusiasm and enthusiasm in order to achieve this objective. They discussed the significance of the relevant events or festivals or the contributions of these individuals to society in order to familiarize the students with their national heritage and the famous and eminent personalities. The college commemorates Gandhi Jayanti, Republic Day, and Independence Day with considerable pomp and circumstance. By transcending the confines of religion and caste, our pupils are in pursuit of a more favorable India.

Proof of accomplishment:

- Numerous student instructors participate in cultural programs that are conducted during national festivals.
- The student instructors of B.Ed. and Integrated delivered presentations that were both effective and visually appealing.
- The student instructors cultivate their stage presentation skills through both solo and group performances.

File Description	Document
Photos related to two best practices of the Institution	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:

Our endeavors to be unique must be consistent with our vision, priority, and thrust area.

The purpose and objective of institutional distinctiveness are also established, such as the generation of social and cultural consciousness among teacher trainers. Our objective is to produce future teachers with integrated personalities who can contribute to the national reconstruction. Because of this perspective, our institution consistently commemorates a variety of activities, significant dates, and events.

We are dedicated to delivering high-quality education to students. The institution's successful operation is significantly influenced by the collaboration. The institution's objective is to offer a comprehensive education to prospective teachers. To accomplish this, the institution's objectives include the following: the development of critical capacities, the enhancement of skills and competencies, the preservation of socio-cultural heritage, the promotion of peace and harmony, and the education of student teachers on the effects of globalization on education. In order to maintain and regulate a variety of institutional functions, various committees, houses, and societies execute their designated duties.

Mission of Empowering Women

The college has been playing a role in the field of women's teacher education, placing a strong emphasis on community life and scientific research. The college is dedicated to the development of leadership, conscious citizenship, and active participation of female teachers in order to advance national development objectives. As a result, in addition to the subjects outlined in the syllabus, a particular emphasis is placed on the comprehensive development of students' reading skills.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

The institution's mission is successfully accomplished through the ethical conduct of its dedicated faculty, staff, and students, which is based on values. The college maintains that the fundamental value of contributing to national development is the primary focus of all educational activities, while also maintaining a strong sense of professional ethics and a consistent ethical code.

Concluding Remarks :

The college's mission is not limited to the sole transmission of knowledge in the classroom; it also involves the reinforcement of the principles of justice, equality, compassion, and love. We strive to cultivate academically inclined, responsible, and sensitive citizens who will make a positive impact on the world. We provide our students with guidance and support to ensure that they develop into individuals who are competent, compassionate, and conscientious, and who are empowered to pursue the goal of transforming our society with ignited minds and hearts.