



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**OM JAI SHRIRAM SAMAJ SEVA SANSTHA'S JAI
SHRIRAM COLLEGE OF EDUCATION , PUNE**

**AT POST SHIKRAPUR, PLOT NO. 1810, PATVASTI ROAD, TAL-SHIRUR, DIST-
PUNE-412208**

412208

www.jaishriramcollege.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jai Shriram College of Education (B.Ed) was Established in **2010** Under The **Om Jai Shriram Samajseva Sanstha**.

The college Aims to become a centre of educational excellence imparting teacher education in rural area having interdisciplinary approach that is of socio- economic significance to serve our nation.

The College is located in green field near a tribal village. It reflects the sincerity and devotion of the Teachers towards the institute and commitment of the welfare of education, specially School education. The Trust also run the esteemed school in this region by the name of Takshashila Gurukul Public school, which is affiliated to state board & operates up to class 7.

Demographically, this locality is dominated by tribal and SC/ST people. The Co-educational system is existing in the campus. The College has all the required teaching staff, library, laboratory etc.

Vision

Empower student teachers through excellence in education to shape a better future for human kind.

Mission

To make the educational surrounding stimulating and purposeful through trained teachers imparting knowledge to the next generation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Value added courses on skill and personality development are in place.
2. Efforts to enhance community skills add value to students' behavioural learning.
3. Highly qualified, experienced, and dedicated faculty members.
4. Student centric functioning with remarkably good mentor-mentee ratio.
5. Divyang friendly campus.
6. IQAC, different cells and committees actively involved in innovative practices initiated by the college.
7. Women Development Cell addresses gender relative issues. The college is predominantly a women college. There is an increase in demand of women candidates.
8. The College monitors the growth of disadvantaged students. It has excellent rapport with alumni and parents.
9. Various counselling and awareness programme being run by college to aware the guardians.
10. The college has mechanism in place for performance assessment and using the evaluation to improve

teaching research and service of the staff.

Institutional Weakness

1. Lack of interest in research work.
2. Lack of educational awareness among parents & students both.
3. No hostel accommodation for the students.
4. Soft skills and communication skills of students need to be improved.
5. The college has been trying to improve its placements.
6. Number of volumes and journals in the department library need to be increased.

Institutional Opportunity

1. The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.
2. Strengthening research opportunities for the faculty in the college for faculty & student teachers.
3. Scope for enhanced alumni engagement in academic and research projects.
4. To start new programmes and revamp existing curriculum in line with National Education Policy 2020.
5. The IQAC consistently encourages faculty to file IPR / copyright / patents and to get more research projects.

Institutional Challenge

1. Low or No placement in best ICSE, CBSE schools.
2. Slow learners & Weak communication skills.
3. Financial crises faced by number of students.
4. To get permission for more divisions for admission and also good quality students for that.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution has established a curriculum committee in collaboration with Principal and staff members of college to plan and implement curriculum in unique manner. The Principal reviews the curriculum through a well documented process, including strategic planning, university academic calendars, college academic calendars, college handbooks, and feedback systems. Suggestions and comments are requested by faculty members and discussed during the meetings.

The college is offering only one teacher education programme that is B.Ed. The students at B.Ed level have open choice to choose optional / elective courses including pedagogy offered by the college.

PLOs and CLOs for each programme are clearly stated on the affiliating university, SPPU website.

By introducing new value-added courses, college provides a platform for talent development, help students

build their employability skills, professional abilities, health awareness, technical skills, and personalities.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE. The Institution believes and follows inclusive policies to enable the upward mobilization for the weaker section of the society. The Centralized Admissions Process (CAP) of the Institution abides with the norms of SPPU University by ensuring an intake of the students with consideration of the diversity and the inclusion of SC/ST/OBC, differently abled and from minority communities.

Orientation programmes conducted during the commencement of the academic year acclimatizes the students to the new academic atmosphere. And eventually, improvement in academics is ensured by holding remedial and tutorial classes to whomsoever required. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations.

The Institution boasts of well-qualified faculty with undue commitment to the profession and passion for teaching whose years of teaching and industrial experience/academic credentials is an asset which is at students' disposal.

Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized.

Infrastructure and Learning Resources

The Institution believes in the necessity of congenial academic ambience and thus enhances the infrastructural facilities. College has multiple classrooms, ICT Resource Centre, one multipurpose hall that supports the teaching-learning process. The campus is wi-fi enabled. Learners use ICT facilities in attending webinars, presentations in the ICT resource Center. The Knowledge Resource Center (Library) is equipped with sufficient books and e-content.

Girls Common Room provides female students a place to relax, study, and have informal discussions in free time available. One sports field and ample open space is available in the college. Various health related activities, Yoga etc. are done by the students in the campus to develop more strength and stamina in themselves. Indoor games like table-tennis, carrom-board etc. are also available in the campus.

Student Support and Progression

The Institution places prime importance on quality education and performance of the students. The centralized admission process counsels the aspirants on every sought for details and eventually assists them in admission. Further, the orientation program provides the bird's eye view of the Institutional ways.

The college offers different types of support to enrich its students not only in the form of academic, skills but also in the form of financial matters like fee concession etc. All cell and committees of the institution helps the students in improving their skills to deal very effectively with the growing demands of the teaching profession. Placement cell not only provides job opportunity informations timely but also provide guidance for competitive examinations, career counseling, and directed towards jobs, well suited based on the qualification and aptitude of the students of second year.

Different committees organize many activities to make the best use of infrastructure for developing various skills and competencies and thereby foster holistic development of students and faculties.

Registration of alumni association is in progress still members of alumni association plays an active role in institutional functioning. They act as acatalyst in all activities of the college.

Governance, Leadership and Management

The Management, Principal and the Faculty collectively strive towards building an academically vibrant atmosphere in the college. The college aims to promote academic excellence by maintaining high teaching standards, imparting holistic quality education to students and empowering them with knowledge and skills with the aim of transforming them into self- reliant and socially committed citizens of the country.

The governance and leadership of our college entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff and the students. All the stakeholders have a role to play in the building and development of the college.

The institution has the different committees to ensure the execution of all activities such as Internal Complaint Cell, Grievance Redressal Committee, Anti-Ragging Committee, etc. Any progressive policy and plan is thereby deployed after due deliberations at the level of different Committees.

Welfare schemes are provided to teaching and non teaching staff like duty leave, sick leave etc., children's Fee Concession etc. encourage the staff. The management provides adequate support to faculty and student for their academic pursuits and even rewards their achievements.

Institutional Values and Best Practices

The college Aims to become a center of educational excellence imparting teacher education in rural areas having an interdisciplinary approach that is of socio- economic significance to serve our nation. The Institution leaves no stone unturned to provide quality education and create citizens with social responsibility. Hence, it adopts many innovative practices and initiates quality initiatives in pursuit of the same. **Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks.**

Best Practice 1: *Making Dombari Samaj Educationally & Economically strong (Awareness program for Dombari Tribe).* Dombari is another scheduled tribe of India who perform gymnastics on the roads to earn a livelihood. They too have not been trained for still they are best in their work. Till the era of 2023 Domari tribe living very poor life. They doesn't get Education. The main objective of the college to aware them about Education and cleanliness.

Best Practice 2: *Free Art of living courses.* Through our programs we try to empower kids, youth and adults to learn to find inner stability, strength, and kindle human values inborn in each individual. Our global holistic approach works with scientifically proven tools, such as the Sudarshan Kriya™ and the Art of Living Intuition process as well as yoga and meditation. Art of living programs are arranged by the institute in the holiday period of Diwali and summer holiday. We invite train teachers of art of living. They take sessions for 7- 10 days and teach the people about the importance of Yoga & Meditation. Our staff also takes benefit of its. Actual practice of the program starts with Dhyana and the meditation. Sudarshan Kriya which has the healing power is taught by the Guru's. Then the importance of Yoga and meditation is explained.

Research and Outreach Activities

Our institution encourages to engage in research activities. Institution promotes research culture among faculty and students and initiate many research-oriented activities. In addition, the college Research Policy & management approves seed money for research and gives financial and material assistance to encourage research among college professors. To ensure the faculty and students remain on par with the changing academic and corresponding academic needs, the faculty members and students are encouraged to participate in seminars, conferences and workshops in other Institutions.

The institution offers access to the College library in order to encourage staff and students to engage in a variety of research activities. Our college Psychology laboratory is well equipped with latest tests and equipments for exploring the unexplored areas in the research.

The extension activities serve to inculcate social responsibility among faculty and students towards community and the societal needs. In addition, the institute organizes various outreach activities for community development and participates in government initiatives such as the Swachh Bharat movement, Road Safety awareness, health awareness, tree plantation, environmental awareness and so on in collaboration with the Municipal Corporation, NGOs, Charitable Society, and so on. MOUs have been signed by the college with several education colleges and schools. In accordance with this, the college organises and participates in a variety of events including faculty, students, and research exchange programmes. The college has connections with other reputable colleges and schools for internships and student placement.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	OM JAI SHRIRAM SAMAJ SEVA SANSTHA'S JAI SHRIRAM COLLEGE OF EDUCATION , PUNE
Address	At Post Shikrapur, Plot no. 1810, Patvasti Road, Tal- Shirur, Dist- Pune-412208
City	Pune
State	Maharashtra
Pin	412208
Website	www.jaishriramcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Archana Sanjay Desai	020-8888835002	9011001372	-	omjaishriram@gmail.com
IQAC / CIQA coordinator	Sandip Prakash Raut	020-9730282524	9767772336	-	rsandip8310@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	120	NA

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	At Post Shikrapur, Plot no. 1810, Patvasti Road, Tal-Shirur, Dist- Pune-412208	Rural	7	1000

2.2 ACADEMIC INFORMATION

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

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

Non-Teaching 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				4
Recruited	3	1	0	4
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				2
Recruited	1	1	0	2
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	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	4	0	6
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	9	1	0	0	10
	Female	35	5	0	0	40
	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	1	1
	Female	40	40	40	40
	Others	0	0	0	0
ST	Male	7	7	7	7
	Female	44	44	44	44
	Others	0	0	0	0
OBC	Male	7	7	7	7
	Female	42	42	42	42
	Others	0	0	0	0
General	Male	6	6	6	6
	Female	44	44	44	44
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		191	191	191	191

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy is to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. The mission of our institution is to best describe as 'Pursuit of Excellence'. To get the good & quality education in the rural area of Shikrapur the college was started in 2010. The Institute is affiliated to Savitribai Phule Pune University (SPPU), Pune where in Academic programmes are redesigned to include Multidisciplinary / Interdisciplinary courses as electives and institute started offering these electives to students. A discussion among the faculty members had been initiated on the key principles of NEP such</p>
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as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options / electives from the range of program offered by the institution. Still now the Teacher Education curriculum is of Annual pattern and not semester pattern. But it tries to offer Electives / Optional courses offered by the affiliating university. Few of them also include value based and environment-based subjects like professional Ethics, guidance & counseling, etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and MOOC through SWAYAM. NEP related seminars and workshops are also organized to orient students as well as the staff and the management. Staff members are also provided opportunities to attend similar training, and seminars organized by other institutes. Industry and Market Surveys, Student Surveys, Survey of experts and teachers are being planned to prepare a roadmap for incorporating the features of NEP 2020. The Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.

2. Academic bank of credits (ABC):

Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e., SPPU being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From the time Digital locker was initiated, SPPU is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal <https://nad.digitallocker.gov.in> platform and is currently live from academic year 2021 onwards. ABC will also enable students to acquire credits through National eLearning portals, such as SWAYAM, NPTEL, and V-Lab. The institute shall abide by the guidelines and academic

	<p>program structures prepared by the affiliating university in this regard. Nevertheless, since the idea is also to empower the youth, the institute at its own level, has started an initiative to encourage students to enroll for relevant courses on these National eLearning Portals, which will arm them with the required skills and help them contribute to their self-development as well as meet the needs of the country. Our faculties are also trained on curricular design and pedagogical approaches, particularly for online teaching learning, academic videos, e-Content development, experiential learning, development of assignments and assessments etc.</p>
<p>3. Skill development:</p>	<p>Following the idea of Skill Development, the institute plans to provide a range of programs, such as: 1. IT & Computer Skills, including MS-Office, Tally, minor programming languages, such as DBMS, data science etc. 2. Banking and Commerce, Stock Market, Insurance which are essentials for general livelihood are also in pipeline. 3. Soft skills, such as Communication Skills, Interview Skills, Personality Development, Analytical thinking, etc. are already in the ongoing framework of skill development. The institute has already initiated a series of Skill Development Programs through Value-Added courses and workshops that enable students to acquire a range of competency focusing on knowledge, skills and aptitude. We anticipate that with adequate guidelines and approvals from the affiliating university and regulatory authorities, such as the state Government, and with the attainment of academic autonomy (planned in next five years), we can integrate our Value-Add courses with regular academic programs enabling students to earn/transfer credits. Internships, school visits etc. are undertaken and trainers-experts are invited for workshops and interactions to overcome gap in academic theory and real-life practices/expectations, map skills, and to identify certifications required by the changing education industry / schooling system. Accordingly, selected value-added programs are offered. Students are also encouraged to enroll for online vocational and soft skills courses through National eLearning portals, such as SWAYAM and NPTEL.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute also strives to provide holistic multidisciplinary education to empower learner teachers with the skills rooted in Indian cultural</p>

values. The medium of instruction in the institute is Marathi. All of our faculty members are fluent in other vernacular language, Marathi and can cater to students' linguistic background. In order to promote /integrate the local art and culture, it is the regular practice at institute that all extension activities conducted in nearby villages are compulsory executed in local Marathi language. Various activities are planned to help them remember who they are. Women's Day is a significant day which is celebrated with cultural events like Rangoli, ethnic attire etc. We at the institute observe all religious festivals with equal importance to promote national integrity and awareness of the national and regional languages and associated culture of India. National memorial days like Constitution Day and Yoga Day are also observed. Teachers day, Republic Day and Independence Day are few examples of celebrations where students are spoken to in their mother tongue, to integrate Nationality feeling with regional blende. As most of our students are from rural areas of the region they can share their thoughts in any language. The efforts have been also taken by institute to teach English communications and Hindi language. Training program for faculty and students for learning Communication Language is organized in the institute.

5. Focus on Outcome based education (OBE):

The institution, being affiliated with SPPU university follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship and research work is already suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by SPPU. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes from 2019-20 onwards. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure

	<p>social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation.</p>
<p>6. Distance education/online education:</p>	<p>During the Covid-19 Pandemic online classes were conducted by all faculty members. Both teachers and students were given training to use online teaching technology/platforms. Assessments were conducted online. Our SPPU has online assessment platform which is being used by all teachers since last several years. The institute has all the required infrastructure and resources to offer distance education and online education. We are exploring all possibilities to start distance education with institutes like Yashwantrao Chavan Maharashtra Open University, IGNOU etc. The institute is also using innovative pedagogy methods and techniques like Blended learning and SmartTVs /eLearning to provide augmented multidisciplinary learning experiences to our students. Few classrooms have projectors and SmartTVs are installed in dedicated classrooms. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. From 2022 onwards departments are exclusively using Google Classroom for sharing learning contents with students for most of the subjects / courses. The faculty members also prepared themselves by getting trained for using various platform for online teaching learning through FDP and workshops during lockdown period. During Covid -19 pandemic various programs, meetings, seminars for students were also organized by institute via online platform conducting conferences and meetings. The students and faculties are encouraged to undergo SWAYAM & MOOCS courses. Faculties are encouraged to offer online courses at SPPU which promotes the blended mode of learning of learning. These efforts can be considered as the new normal, which is envisaged in New Education Policy as well.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in Jai Shriram College of Education with a vision to make</p>
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	<p>utmost contribution to have an active democratic citizenry originating in integrated civic and voter education and electoral participation right from a young age. Our students are anyways eligible voters and most of them have Voter Id cards as well. Electoral Literacy Club has set up a platform to engage college students through interesting activities and hands on experience events.</p>
<p>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?</p>	<p>Yes, as per the prescribed guidelines, the ELC is constituted at Acharya Institute of Graduate Studies with members including faculty and student coordinators. The ELC of Jai Shriram College of Education is functional. The constituted ELC has already commenced and has been conducting the activities in pursuance of the objectives. The ELC has already conducted activities with respect to electoral literacy including sensitization programmes for all the students registered as potential and prospective voters. The ELC has also observed National Voter's Day on 25.01.2023 and organized a poster making competition for students on electoral literacy. The ELC in Jai Shriram College of Education, has been constituted on par with guidelines and is representative in character. The ELC has been constituted including faculty and student representatives alike the major stakeholders of the Institution.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of our Institution, as an initial effort and for effective implementation to achieve the prescribed goal has taken measures for implementing many innovative Programmes. The events majorly focuses to sensitize the participants about the electoral rights, and familiarize them with the electoral process of registration and voting. In furtherance of this vision, the Electoral Literacy Club has been established at our college with the following objectives: 1. To educate the targeted population about voter registration, electoral process and related matters through hands on experience. 2. To familiarize the targeted population with EVM and VVPAT and to educate them about robustness of EVM and the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 4. To harness the potential of ELC members in carrying the electoral literacy in communities. 5. To facilitate</p>

	<p>voter registration for its eligible members who are yet to register. 6. To develop a culture of electoral participation, maximize participations, ethical voting and to follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC has planned various socially related initiatives with respect to advancing democratic values and participation in electoral process. The initiatives planned are mentioned hereunder- 1. Organizing further various activities in the Institution with respect to electoral literacy and Democratic values including awareness sessions, guest sessions, skits, competitions for students, skits, mimes etc. 2. Conduct of more electoral literacy awareness sessions with effective, innovative and result oriented means of knowledge dissemination.</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>Almost all our students are already eligible voters and possess Voter ID cards as well. Many Events such as poster presentation, elocution, debates, essay writing and other programmes are demonstrated and performed to create an awareness regarding electoral procedures. ELC tries to harness the potential of ELC members in carrying the electoral literacy in communities. We try to facilitate voter registration for its eligible members who are yet to register. Our ELC helps develop a culture of electoral participation, maximize participations, ethical voting and to follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</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
50	51	49	50	50
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
50	51	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	50	50	39
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
51	49	50	50	39
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
50	51	49	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
8	8	8	8	8

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
8	8	8	8	8

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
6.14	6.73	4.84	11.94	9.38

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

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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:

As we know that an effective curriculum as well as its efficient delivery is integral to education and is best suited to enable individuals to live human and productive lives as responsible citizens of the society. Our institution focuses on three key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities.

Our college being affiliated to Savitribai Phule Pune University, Pune; strictly follows the curriculum prescribed by our University itself. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders.

Every year Principal plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of various committee members & Teachers. Senior and experienced faculty members are present and take proactive steps to enrich the curriculum by figuring out loop holes in it, if any. The proceedings of the meetings are also recorded and recommendations are made.

Annual Planner, Daily Timetable / routine performa is prepared & maintained by all the staff members, and finally the Principal does periodic review for the further planning. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material for students in the library. Making and delivering ICT-enabled digital lesson plans is now required in order to build soft skills in the teaching profession. For the same, the ICT lab has been updated.

Most of the delivery of lectures and activities are conducted in vernacular medium of language as most of the students are localites.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
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
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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
7	7	7	7	7

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: 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	3	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional 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: 96.8

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
50	51	49	50	42

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for 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: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 32

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
28	20	0	32	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	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:

The SPPU University's B.Ed. course curriculum is followed by Jai Shriram College of Education. It gives both academically based concepts and practical activities equal weight. Through an induction program, students (new entrants) are given a comprehensive overview of the B.Ed. curriculum offered by the university prior to the start of regular sessions.

Students are introduced to the goals and activities of teacher education programs that will be carried out during the session during this program. The program and course learning outcomes are explained to new participants. Students are also informed about the institution's culture and norms in addition to this.

The university assures that through cutting-edge methods and practical experience, such as internships, field engagement, field excursions, etc., the students will be able to gain the knowledge and skills necessary for various levels of schooling. The college's faculty uses a variety of methods and tactics, such as lectures, seminars, discussions in groups, and PowerPoint presentations, to help students grasp each subject that is covered in the curriculum. Through internship programs, these techniques further hone their teaching abilities. Along with providing prospective teachers with knowledge of the curriculum as laid out by the affiliated university, value-added courses also give them the skills necessary to meet the demands of the classroom.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional 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:

Student instructors can better understand the concepts, principles, significance, and elements of educational administration at various levels because of theoretical discourses and presentations. The curriculum provided instruction on the evolution of the Indian educational system, as well as the organization of the school's physical plant, campus, building, and infrastructure, as well as its records and registers. Students in all of the institution's teacher education programs are introduced to the variety of Indian school systems through curriculum, school internships, and field experiences that provide both

theoretical (as specified in the syllabus) and practical information. Through numerous field engagement program activities carried out at the respective schools, students are made aware of how schools operate. As part of their internship at that school, they observe and create a profile of the institution that shows how the board to which it is connected operates.

Prior to the start of the internship program, an orientation session introduces the students to the educational system. They are tasked with carefully observing both public and private elementary and secondary schools in both urban and rural settings. Additionally, students are required to analyze and research the admissions process, infrastructure, assessment process, pedagogical techniques of teaching, and roles and duties of various staff members. They notice and detect the existence of functional disparities between schools, ensuring suitable knowledge expansion.

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

1.3.3

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

Response:

To ensure that the program's social, moral, cultural, and intellectual components all contribute to the prospective teachers' entire growth, the College offers a supportive environment that is both efficient and beneficial.

The institution not only facilitates information transfer but also provides the required knowledge and pedagogical skills to teacher educators and aspiring teachers. Through skill-practicing at the micro and macro levels, the theoretical and practical understanding of teaching as a vocation is taught. Students initially become familiar with the theoretical and practical facets of micro teaching and its techniques. Students are then given a platform to practice microteaching techniques, which they use to practice and perfect the techniques according to their pedagogy curriculum. The students are then dispatched to schools for their internship program, in accordance with the established syllabus, with the goal of maximizing professional understanding. Interns strengthen their grasp of many disciplines during the internship program in order to maximize the learning results for the children at the assigned school.

File Description	Document
Paste link for additional information	View Document

1.4 Feedback System

<p>1.4.1</p> <p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Response: A. All of the above</p>
--

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

<p>1.4.2</p> <p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

<p>2.1.1</p> <p>Average Enrollment percentage of students during the last five years..</p> <p>Response: 99.6</p>	
File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

<p>2.1.2</p> <p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>Response: 16.8</p>														
<p>2.1.2.1 Number of students enrolled from the reserved categories during last five years..</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>0</td> <td>7</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	14	0	7	0	0
2022-23	2021-22	2020-21	2019-20	2018-19										
14	0	7	0	0										
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: 0.4

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

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

File Description	Document
Data as per Data Template	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:

Admission to the B.Ed program is based on a University / State level Entrance exam. This is an appropriate aptitude test for assessing the level of the Student Teacher aspirant for further course of action and admission.

When a student is admitted, they receive counseling. They become acquainted with the curriculum, the method of internal evaluation, the extracurricular and curricular activities, the rules and regulations, and other facilities offered by the school. Every year, when the new batch of students begins classes, the institution hosts an orientation session for them and makes every effort to ascertain their needs and expectations prior to the start of the program.

Teachers provide their students book recommendations to help them better understand the subject. Additionally, various Web addresses are given to the student teacher so they may fully comprehend the subject. A multilingual approach is utilized to reach out to every student in the class and bring them up to speed with the rest of the class during explanations and debates. There may be times when you receive career, academic, and personal counseling.

File Description	Document
Documentary evidence in support of the claim	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: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	View Document

2.2.3

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

Response: 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: 8.33

2.2.4.1 Number of mentors in the Institution

Response: 6

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curriculum and scheme of evaluation proposed by the Jai Shriram College of Education, is highly student-centric and it completes all these processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning. The following methods are employed to develop varied skills and competencies.

Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

The College uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. This approach is being effectively used in fields including psychology, computer science, physical science, and math to improve student learning experiences.

The institution has engaged into a number of collaborative arrangements/memorandums of understanding (MOUs) with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience.

File Description	Document
Link for additional information	View Document

2.3.2

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

Response: 100

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

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

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 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: 50

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: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

Our College provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, And to empower weak students. Yoga, English Language Communication Skill and ICT are main value added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

File Description	Document
Link for additional information	View Document

2.3.6

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

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

national to global

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. All disciplines in the college have taken initiative to make teaching learning process more live, learner centered, student centered and proactive. There is a provision to full fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college.

File Description	Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

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

9.Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

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

2.4.2

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

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

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.3

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

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All 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: A. Any 4 or more 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:

The internship program is meticulously prepared in accordance with the university curriculum. The selection criteria for the practicing schools include the availability of basic infrastructure amenities, the proximity of the student teachers' homes to the school, and the type of school (Government, Aided, Private, Public). The instructor in charge of the internship program visits and meets with the school principals after receiving permission from the school and the institution's head.

The faculty members ask the school administrators to assign a syllabus. The designated school of teaching practice receives the lists of student teachers. The students are assigned to schools based on the schools' subject-specific needs, accommodating capacity, and preferred instructional media.

The teacher educators regularly monitor lessons to assess whether students have addressed the corrections made during the last observation. The mentor-teachers are present for every lesson. Based on the input, the student instructors are provided the necessary guidance. The comments are formally recorded, they are suggestive in nature to help future teachers better their teaching abilities. It is properly certified by the head of the practicing school at the conclusion of the internship program.

The institutions make sure to expose interns to a variety of schools when organizing internship programs. According to the university's mandated curriculum, student instructors complete a variety of internship tasks in schools while receiving regular supervision, assistance, and criticism from professors.

File Description	Document
Link for additional information	View Document

2.4.9

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

Response: 10.2

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

Response: 5

File Description	Document
Data as per Data Template	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: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation of practice teaching is a shared responsibility of the college and concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers etc.

For monitoring purposes, at least one teacher educator is sent to each school. According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues.

Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

File Description	Document
Link for additional information	View Document

2.4.12

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

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

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

Response: A. All of the above

2.4.13

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

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

Response: A. All of the above

File Description	Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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: 12.5	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 1	
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: 1.25	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year	
Response: 10	
2.5.4	
Teachers put-forth efforts to keep themselves updated professionally through	
<ul style="list-style-type: none"> • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations 	
Response:	
<p>The institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well.</p>	
File Description	Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The college follows continuous internal evaluation as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester through orientation.

There is internal evaluation in each of the theory paper as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion , seminar performance, house test and sessional work . The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and also marks sheet is prepared.

In teaching practice we are getting opinion of concerned teaching practice school, about students' sincerity, punctuality, obedience. There is complete transparency in the result of house test .

File Description	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: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination committee also resolves any grievances related to internal examinations in timely manner. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this The faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty.

File Description	Document
Link for additional information	View Document

2.6.4

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

Response:

Our institution focuses on 3 key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co curricular activities . Every year IQAC plans and prepares Academic Calendar of the college issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own Academic calendar and Extra mural activities calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college notice board and websites All information is reinforced during orientation of new students at the beginning of academic session.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs . which are additionally prominently portrayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses. The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers

File Description	Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

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
51	49	50	50	39

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.7.3

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

Response:

The Institution attempted to implement in the spirit of PLOs and CLOs specified in criteria I, The progressive attainment of cognitive and professional status of student teachers were monitored , documented and used further for improvement in many ways by the college .

Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment POs, PSOs and COs. Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline. Placements: One of the most important Programme Outcomes of students is the employability of students

File Description	Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 98.04

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

Response: 50

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

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

Response:

Our institution has implemented a variety of arrangements to assess student learning needs. At the time of admission, the principal interacts parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute .

Value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. college organize tutoring for weak students in subjects to improve skills and skill. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. many articles homework and assignments assigned to them.

File Description	Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

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
Link for additional information	View Document

3.1.2

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

Response: 0

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

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

File Description	Document
Link for additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 2.25

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	3	3	5	7

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

3.2.2

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

Response: 0.63

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
1	1	1	1	1

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

3.3 Outreach Activities

3.3.1

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

Response: 3.2

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
5	4	2	2	3

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

3.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	51	49	50	50

File Description	Document
Report of each outreach activity with seal and signature of the Principal	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: 5.6

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
6	2	2	2	2

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 other relevant link	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:

By taking part in efforts to promote the college-neighborhood-community network, the college has made a notable contribution to society and the environment. Students' involvement in class, commitment to volunteering, and overall growth as citizens are all given top priority.

Students engage in a number of activities that address social issues, such as cleanliness, tree planting, water conservation, the eradication of superstition, Beti Bacho Beti Padhao, environmental awareness, women's empowerment, national integrity, AIDS awareness, blood donation drives, health checkup drives, etc.

All of the above mentioned events had a great effect on the students and helped them build their leadership abilities, community connections, and self-assurance. Additionally, it raised students' awareness and cultivated their hidden personalities.

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

3.3.5

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	2	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

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

Response: 6

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: 6

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	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: A. All of the above

File Description	Document
Data as per Data Template	View Document
Link for 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 college is constructed on a 7 acre plot with well-maintained infrastructure, having adequate number of classrooms, laboratories, library and other facilities for the execution of teaching-learning process.

There is much natural light and ventilation in the classrooms. The classrooms can hold at least 50 pupils and are equipped with cozy furniture, a green board, and a flannel board. Lectures, mentor group meetings, micro-teaching, simulated teaching, seminar cum paper presentations, association activities, administration of written and practical assessments, etc. all take place in the classrooms.

Computer cum Language Lab having 20 computers with internet connectivity to develop ICT and communication skills among the student teachers.

Art and Craft cum Music Resource Centre is used for musical rehearsals different art and craft activities, as well as to store and display of items prepared.

Multi-Purpose and Seminar Hall (an ICT enabled) are utilized for organizing Special Lectures, Conferences and Seminars, Morning Assembly, Celebration of Special Days, Festivals, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Sanitary napkin Incinerator Machines are the additional features of the institution to provide healthy and congenial environment.

Hence the college is equipped with modern and functional workspace and creates an excellent atmosphere for teaching and learning.

File Description	Document
List of physical facilities available for teaching learning	View Document
Link for additional information	View Document

4.1.2

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

Response: 75

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

Response: 6

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

Response: 8

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 100

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
6.14	6.73	4.84	11.94	9.38

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Unfortunately due to financial crisis, the Institution has not yet adopted or started using any ILMS or other software, except Microsoft Excel for Database Management. We'll soon start with some good quality ILMS.

Library advisory Committee comprising of the Principal, Librarian, few faculty members, representative students and library attendant is formed by the college to discuss various issues of the library support like upgrading of material collection such as purchase of new books, technical issues related to computers, library software, internet services, photocopy facility etc.

File Description	Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

Library advisory Committee comprising of the Principal, Librarian, two faculty members, representative students and library attendant is formed by the college to discuss various issues of the library support like upgrading of material collection such as purchase of new books, technical issues related to computers, library software, internet services, photocopy facility etc.

The college library acts as a student's entryway into the world of knowledge by providing a diverse selection of books to stimulate their thoughts and encourage a love of reading. When necessary, students and teachers are free to use all of the library's amenities, and the librarians offer both groups of people any assistance they can. The library provides free high-speed broadband Internet access and Wi-Fi, which are necessities for students and faculty to conduct research, write research papers, and perform other research-related tasks, etc.

File Description	Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.14

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
0.17	0.33	0.1	0.1	0.01

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

4.2.5

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

Response: 2.66

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: 29

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: 30

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

Response: 32

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

Response: 31

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: 32

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: A. All of the above	
File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

<p>4.3.1</p> <p>Institution updates its ICT facilities including Wi-Fi</p> <p>Response:</p> <p>Our Institution is not behind in having ICT facilities, allowing it to keep up with the present technological age. ICT infrastructure is always changing and being modified, not only in terms of hardware but also in terms of software, in order to meet the needs and provide the most modern amenities for the students. The institution has a computer and language lab, a classroom with cutting-edge educational equipment, a seminar room with ICT capabilities, and a multipurpose room with an LCD projector and screen.</p> <p>The college library acts as a student's entryway into the world of knowledge by providing a diverse selection of books to stimulate their thoughts and encourage a love of reading. When necessary, students and teachers are free to use all of the library's amenities, and the librarians offer both groups of people any assistance they can. The library provides free high-speed broadband Internet access and Wi-Fi, which are necessities for students and faculty to conduct research, write research papers, and perform other research-related tasks, etc.</p>	
File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

<p>4.3.2</p> <p>Student – Computer ratio for last completed academic year</p> <p>Response: 2.5</p>	
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File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 100

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
6.14	6.73	4.84	11.94	9.38

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
Link for 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 has a set structure in place for the upkeep and use of its physical, academic, and support facilities. Every year, the IQAC forms a number of cells and committees, such as the Developmental Committee, Purchase Committee, and Library Committee, among others, for the system's smooth operation. These committees continuously assess the need to maintain the system's physical, academic, and support facilities. Additionally, it is customary to hear requests and recommendations for infrastructure upkeep from staff members and students. The building's general cleanliness, support facilities like safe drinking water, waste management, restrooms, replacement of fire extinguishers, electrical work, plumbing, power supply, generators, gas line, and water tank, as well as other maintenance, repair, and construction tasks are all handled by the development and maintenance committee.

All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused.

The college administration gives the classrooms a lot of attention and makes sure that teaching and learning activities continue without interruption. All faculties are free to communicate with the Principal about their needs for repairing and maintaining the furniture in the classroom and other equipment, etc.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	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: A. All of the above

File Description	Document
Samples of grievance submitted offline	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: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 9.21

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
13	4	2	2	1

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

5.2.2

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

Response: 5.88

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 3

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
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

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

Response: 1.67

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
1	1	0	2	0

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

We firmly think that giving students a platform to express themselves in pursuits other than academics is the only way to ensure their entire development. Thus, through welfare associations that are constantly watched over by faculty members, our institute offers plenty of options for organizing and taking part in academic and extracurricular activities.

There is actually no formal Students Council in the current process of the affiliating university. Hence we have selected / nominated only the Student's Class representatives and a General Secretary.

All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions or suggestions are executed through proper channel, in best interest of the institution. Funds are provided as per the needs.

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 10

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
10	10	10	10	10

File Description	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:

Our university is committed to valuing the connections with its family members through regular check-ins, college contacts, and social gatherings. The organization has created an Alumni Association that is not registered but is still active today.

Every year, the association has an alumni meet when students from the college get together to offer their active engagement in all areas of campus life. Every year, a notable number of new alumni members are added. It meets on a regular basis to debate methods to enhance the institution's academic environment and to share opinions on the range of higher education and career options.

Our Amumni who are placed in various schools with the assistance of the alumni members who hold significant positions such as principals, coordinators, etc. On numerous occasions, including teachers' day, the annual event, and orientation day, these members are welcomed to the institution to inspire students and share their own professional and personal experiences. Additionally, they are typically invited to the last skill in teaching discussion for external monitoring.

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	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: A. Any 6 or more 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
Any additional link	View Document

5.4.3

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

Response: 6

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

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	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:

Members of the alumni community participate actively in the many ways the institution's quality is improved. Alumni who have achieved success are asked to inspire student instructors. All statutory bodies choose a member who represents the alumni. They are notified about the professional development seminars and workshops. When necessary, the alumni provide support to the institution, particularly during the inspections of various apex bodies, accreditation agencies, etc.

Sometimes the top students with the necessary credentials are given the chance to teach in the partner

institutions, and if they do well, they are hired for faculty posts in this college. During internships, students are housed in local institutions where a large number of our alumni hold administrative and academic faculty positions.

By offering a shared forum for professional interest such as the sharing of knowledge and experiences of their teaching, they consistently inspire and cultivate distinctive skills. A large number of retired teachers from various institutions volunteered their services as judges for various co-curricular events.

File Description	Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: Empower student teachers through excellence in education to shape a better future for human kind.

Mission: To make the educational surrounding stimulating and purposeful through trained teachers imparting knowledge to the next generation.

The Institution has siphoned a system of governance that is aligned with its vision and mission. The college Aims to become a centre of educational excellence imparting teacher education in rural area having interdisciplinary approach that is of socio- economic significance to serve our nation. To operationalize the vision and mission of the college the governing body provides all the necessary support to manage, supervise and administer the college affairs. With the able guidance of the Governing Body, the Principal takes decisions and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realize its set goals.

The vision and mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short term courses aimed at capacity building, employability and imbibing human values.

The Principal & faculty team prepares the academic calendar of the entire Institute and ensures the timely, efficient, and progressive performance of academic, administrative and financial tasks. It focuses on optimization and integration of modern methods of teaching-learning.

The Administrative Officer / Office Clerk of the Institution coordinates, monitors and supervises the works of those in administrative capacities.

The Controller of Examination (CoE) takes care of the conduct of internal tests, University exams, uploading of Internal Marks and addressing the student grievances related to Internal/University evaluation and results.

Various cells and committees comprising of faculty members are constitutional every year to look after the day to day functioning and decision making in the college. The IQAC assists the Principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration in the preparation of perspective plan, IQAC of college has taken initiative to obtain inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the

peer colleagues.

Every stake holder participates in the overall functioning of the institute.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization and participative management remain the Institutional practice for effective functioning. IQAC is constituted towards the regular and effective implementation of concrete mechanisms that streamline the academics and administration. The IQAC executes policies based on suggestions from and discussions with Governing Council, members of IQAC and stakeholders.

All the Academic and Administrative Committees - IQAC, ICC, Examination Committee, Library Committee, Students Grievance Redressal Cell, Counselling Cell, Anti-Ragging Committee, Cultural Committee etc., work under the guidance of the IQAC & Principal. The Principal of the college oversees the activities of various committees and cells Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties. The regular internal and external audits of the academic and administrative matters monitor the conformity to IQAC guidelines; and deviations, if any. The feedback mechanism aids in identifying the lapses, if any and further implementation of corrective actions.

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

6.1.3

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

Response:

Financial Transparency: Institution conducts internal and external financial audits regularly at the end of financial year. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue “Audit Report”

Academic Transparency: All the guidelines given by SPPU, affiliating university are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching-learning process Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least two house examinations are conducted before the students appear in the final examination conducted by the university. There is a College Exam Officer (CEO) who takes the responsibility of submitting the student applications for the exams, prepares date sheet , manages seating arrangement , maintains the record of absentees and also prepares the accounts question papers . The examination coordinator works with examination committee of the institution to complete the examination process smoothly.

Administrative Transparency: All the records of students’ admission work, examination work, purchase, accounts and inventory are maintained properly and shown to respective university committees. Admission process is fair and based upon merit and entrance test taken by affiliating university.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Our college is committed to providing quality higher education and research, skill-oriented human

resources and the plan is accordingly focused on different core themes.

As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

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

6.2.2

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

Response:

Policies: College has well defined policies related with different running programs. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities.

The Principal of the college has the power to construct committees and cells according to the needs of the institution. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

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

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.2.4

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

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee etc.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes. All the Academic and Administrative Committees - IQAC, ICC, Examination Committee, Library Committee, Students Grievance Redressal Cell, Counselling Cell, Anti-Ragging Committee, Cultural Committee etc., work under the guidance of the IQAC & Principal. The Principal of the college oversees the activities of various committees and cells. Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties. Academic committee often takes the lead in planning seminars , workshops , career counseling sessions , remedial measures , and inter - college exercises. Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. Cultural Committee organizes all the functions and morning assemblies in the college. Examination committee prepares date sheet and conducts two house tests in a semester and prepares internal assessment of students. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff. The welfare major available for Teaching and Non Teaching staff as per university norms are following:-

1. Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc.
2. Medical checkups of teaching and non- teaching staff on discounted rate by College management.
3. Yoga camps are organised from time to time.
4. Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences
5. Staff achieving State and International award are felicitated by the institution
6. Increments are given on award of Ph.D and considerable increment is given to faculty completing NET/SET.
7. Research facilities are available for teachers pursuing their Ph.D.
8. Fee Concession is provided for wards of the staff studying in the college.
9. Staff can avail vacation leave, 10 days of Casual leave, Earned leave, Medical leave, and Sick leave.
10. Ladies teaching and non-teaching staff can avail maternal leave for 3 months (Unpaid or paid depending on service condition).
11. Salary-in-advance can be availed by staff in need.
12. Staff is allowed to use college ICT facilities for their research work.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

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
Link for additional information	View Document

6.3.3

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

Response: 5

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
2	2	1	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.4

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

Response: 62.5

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
4	5	6	6	4

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.5

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

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution.

For the purpose of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance.

The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with college result gives a fair idea to the principal and concerned

faculty about the academic performance of the college. The performance appraisal is based on a specific format & also on peer feedback. Proforma attached.

The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations & Co-operation with superiors, subordinates, colleagues, students and public, ability of Drafting , efficient organisation of documents and technical abilities . Their overall assessment is based on the above mentioned parameters.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

A fully qualified chartered accountant whose appointment is approved by the governing board conducts the college's annual financial audit. He regularly pays the college a visit and checks all the financial documents and logbooks. The auditor makes sure that the college's accounts department keeps the books in exact accordance with CAG regulations.

The entire auditing procedure entails a close examination of the college's balance sheet as well as the revenues and payments for the relevant year. Any issue, concern, or objection brought up by auditors is swiftly handled. The Accounts Department keeps accurate records of all expenditures, which the internal auditor regularly audits. An independent chartered accountant selected by the institution's management conducts the institution's internal audit on a quarterly basis. The internal audit team examines vouchers, bill payments, quotations, and management permission to verify the supporting papers.

The college takes pride in having a reliable and open financial management system. For the approval of expenditure and filing of a cost report for all college activities, we have clearly defined procedures and rules.

All upcoming expenses are approved by the principal before being presented to the accounting branch for money release. Wherever possible, e-payment is prioritized. Documentary proof is provided following the event in the form of an expenditure statement that has been properly assembled from invoices, vouchers, and receipts.

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

6.4.2

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

Response: 0

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

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
Link for additional information	View Document

6.4.3

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

Response:

Unfortunately still now the Institute has never received any funds from any outside Funding agency, NGO nor any CSR funds.

The management committee assists us in raising ever-increasing money to provide a comfortable and safe campus for the students. The IQAC committee always seeks out innovative ways to raise money and has established organized processes for making the best use of it. The college has made an effort to raise money through selling goods and money. The college has a fairly open auditing process and a dedicated committee for using the funding and resources.

The faculty, staff, and current alumni all help to mobilize resources for the college. The main source of funding is from tuition fees for students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college developed the Internal Quality Assurance Cell in the pursuit of quality assurance, quality up-grading, assessment and accreditation, and institutionalization. By directing its efforts on encouraging holistic academic achievement, the IQAC is continuously trying to promote the quality culture in all areas of college life. The IQAC keeps an eye on how the college's vision and mission are being carried out. Every year, IQAC develops a prospective development strategy for the college and implements it according to a strategic plan. It has been attempting to institutionalize a range of quality assurance techniques, including gender equality, expanding extension efforts, digitizing academic and administrative facilities, and others. Since then, IQAC has played a significant role in promoting several quality-improvement initiatives for the college.

IQAC has been successful in creating and implementing a number of co-curricular, extracurricular, and curricular programs.

The institution would like to draw attention to the following IQAC activities:-

1. Student, parent, employer, alumni, principal, and teacher educator feedback.
2. improved methods of evaluation and teaching-learning
3. Curriculum delivery that works well and better ICT tool use.
4. organizing conferences, workshops, seminars, and lecture series funded by endowments.
5. recognizing and congratulating deserving alumni
6. arranging for employee training programs.
7. Clean and green campuses, as well as academic auditing.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	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 college's IQAC has created a number of mechanisms to evaluate the efficiency of the teaching and learning process, as well as the structures and methodology of the institution's operations, and has worked arduously to implement reforms. At the onset of each academic year, it is ensured that the classrooms have enough space, the labs have high-quality tools and equipment, the library has the right knowledge resources, and there are ICT facilities in the classrooms, labs, and library.

The co-curricular and extracurricular activity schedules, as well as the nature of the courses - such as whether they are mandatory, optional, add-on, or remedial - are taken into consideration when scheduling courses in the timetable. The IQAC is also enthusiastic about seminars designed to retrain and retrain teachers in order to diversify the teaching approaches they employ on a daily basis.

Projects, internships, field trips, and ICT-based teaching, including LMS like Google Classroom, are the most often utilized methods. Numerous professors provide specialized tools like workbooks, practical handbooks, blogs, etc. for further improvement. Additionally, notable teachers from institutes with MoU are scheduled to give guest lectures to expose students to the cutting edge of knowledge.

File Description	Document
Link for additional information	View Document

6.5.3

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

Response: 1.8

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
3	2	2	1	1

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

The institution is dedicated to providing a comfortable environment for students to study in while

upholding a comprehensive education, innovation, and flexible educational policy. In this regard, the institution's internal quality assurance cell keeps an eye on the academic and managerial facets of the institution. The IQAC at the institution operates with a strong desire to provide the greatest academic environment.

The IQAC oversees and monitors Teaching-Learning, Research & Development, Best Practices, and the efficient use of finances to improve Institution performance. It also identifies critical areas for development and recommends corrective action, if necessary. The IQAC participates in the development of the academic calendar, the oversight of the feedback system, the evaluation of institutional infrastructure, faculty performance, and the discovery of best practices.

File Description	Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy Management is the practice of identifying, monitoring and optimizing energy performance on a regular, scheduled basis, within a site or building. The objectives are to manage usage, identify energy saving opportunities, conserve consumption and reduce carbon emissions and for our Jai Shriram College of education (B.Ed.) is also working hard, we are conserving energy by following ways:

The institution has well defined and displayed Energy Conservation Policy, which also ensures energy conservation. The regulated energy conservation policy and its observation leads to

Institution uses LED tube light throughout campus to save energy. LED bulbs & LED tubelights are fixed in all campus.

The college currently uses an inverter as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy.

We have different kinds of conservation methods and have considered working seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environmental concerns in planning and decision making.

Our sole goal is to include environmental concerns in planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions.

The College has its own solar panel with 17 plates. Each plate has 335V capacity.

In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilize a large portion of the sun's energy. We are taking complete benefit of it.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

The college has adopted the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the wake of its waste management services. The College has applied an approach to diminish, reuse, reuse and recuperate by products in preference to the removal of waste to landfill. The College recognises the importance of meeting these legal prerequisites and deal with its waste responsibly, reduce the volume of waste sent to landfill and boost reuse and recycling where possible.

The College has mandated all the teaching and non-teaching staff, students, to make use of the premises to comply with this Policy.

Any solid waste generated in the campus shall be overseen and taken care of in accordance with the compliance criteria and the procedure laid down by the local authorities. JSCE's operations have very little impact on the environment as the college is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed.

The college has segregated waste into three parts:

1. Solid Waste
2. Liquid Waste
3. Hazardous Biological Waste

Solid Waste:

The waste is generated by all sorts of routine activities carried out in the College that includes paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source.

The administrative supervisor ensures that the waste in each room is collected at designated time intervals. The block safai (sanitation) workers in each class collect, clean, segregate and compile the waste in the dustbins (Green and Blue) provided at main corners. All dustbins are emptied in movable containers/dustbins provided for each block and is taken to the dumping yard provided by the College.

The College has contacted an authorized vendor who collects the waste from the designated place, segregate them, recycles them and disposes them at the landfills authorized by the government.

Liquid Waste:

Liquid waste generated by the College are of two types:

- 1.Sewage waste
- 2.Laboratory, Laundry and cafeteria effluent waste

The Hazardous Lab & other Waste Disposal, a Standard Operating Procedure has been evolved

for handling the hazardous waste disposal system. For disposal of hazardous waste, We keep hazardous waste separately and the government approved van collects it from the area where we keep it. We also have an Incinerator machine in the Ladies washroom.

E-Waste Management:

Flip flops, memory chips, motherboard, compact discs, cartridges etc generated by electronic equipment such as Computers, Radio,TV, Phones, Printers, Fax and Photocopy machines are recycled properly. Instead of buying a new machine, a buyback option is taken for technology.

File Description	Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	View Document
Link for 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: A. All of the above

File Description	Document
Geotagged photographs	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:

Jai Shriram College of Education B.Ed. Shikrapur, Pune. is a quality conscious college. We have our Environmental Audits done at regular interval and hence have a dedicated policy for awareness. We protect our own environment with its green campus initiative and keeps pollution free campus Environment development is its basic work with the educational policies implemented on the campus, Environmental conscious administration, the management and the students of the college look after the environment carefully every year during the rainy season, we do tree plantation and carefully look after it. It's our own responsibility to preserve the work done on the campus related to the environment. Our college has been continuously conducting awareness programmes for staff, students and society for protecting and maintaining the environment. The awareness is also done by arranging programmes , rallies on various issues related to environment and health. The college students and the faculty members are involved in the activities through SOCIAL Service.

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The college students and the faculty members are involved in the activities through social service like “Swachh Bharat Abhiyaan” on 2nd October For every year.

Institute will make all necessary efforts to involve the students, faculty and staff in the Green Campus Initiative by designating the volunteers, preparing card sheets and posters with Green Campus Initiative.

File Description	Document
Link for 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: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Link for 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	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

7.1.8

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

Response:

Jai Shriram College of Education affiliated to SPPU is located at a small village, near Shikrapur town. It tries to provide all facilities to students and visitors, although the location of college is not easily accessible for all. Trustees have taken all efforts that inspite of it's location, it is promising in every aspect and provides ample facilities to students.

The college has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

Local Environment: Swachhta Abhiyaan programmes are conducted where student teachers participate in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society. The TEI being close to many schools in the area with sufficient resources provides optimal exposure to students. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons.

Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a various events on sustainable living, cloth bag making competition, Green earth Day, etc. Seminars by experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process.

Community practices: The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on various health related issues. The course on ART OF LIVING is conducted by the institute on a regular basis for the community, villagers, students and teachers. This helps to inculcate health and wellness practices among the student teachers and the community. This is also one of the Best Practices of the institute.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

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

Response: A. All of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Jai Shriram College of Education Shikrapur, Pune has implemented several best practices that have been successful in enhancing the overall quality of education and fostering a positive learning environment.

The following are TWO Best practices of our college:

Best Practice 1:

Title: *Making Dombari Samaj Educationally & Economically strong (Awareness program for Dombari Tribe)*

Objectives: Dombari is another scheduled tribe of India who perform gymnastics on the roads to earn a livelihood. They too have not been trained for still they are best in their work. Till the era of 2023 Dombari tribe living very poor life. They doesn't get Education...as they are not aware about the benefits of education. Because of that our college arranges the social program with the students. The main objective of the college to aware them about Education and cleanliness.

Context: Every year JSCE Shikrapur, Pune . Arranges an awareness program for Dombari to tribe to aware them about Education and cleanliness. As they are living non recognising till the age. The people of Dombari tribe do not get proper employment due to lack of Education. They suffer from many hazardous diseases due to lack of cleanliness.

Practice .: Our students & staff every year go to visit the Dombari wasti . They explain their importance

of Education and cleanliness and they do study about their lifestyle. Free food items, clothes, books and notebooks are also given to them. Our students teach the children of Domabari Samaj.

Evidence of success : Many children from the Dombari Tribe are going to school and earning knowledge.

Problem encountered and resources required : Tribal people's co - operation is less.

Outcomes : Successful completion of awareness program of Dombari Tribe

Best Practice 2:

Title: *Free Art of living courses.*

Objectives : Through our programs we try to empower kids, youth and adults to learn to find inner stability, strength, and kindle human values inborn in each individual. Our global holistic approach works with scientifically proven tools, such as the Sudarshan Kriya™ and the Art of Living Intuition process as well as yoga and meditation.

Context: Art of living programs are arranged by the institute in the holiday period of Diwali and summer holiday. We invite train teachers of art of living. They take sessions for 7- 10 days and teach the people about the importance of Yoga & Meditation. Our staff also takes benefit of its.

Practice : Actual practice of the program starts with Dhyana and the meditation. Sudarshan Kriya which has the healing power is taught by the Guru's. Then the importance of Yoga and meditation is explained. The course also teaches peace and harmony. The course helps in maintaining harmonious relationships with parents, family, friends & community in order to experience a good, peaceful, and mutually happy life. setting for life. decency, and strengthen responses to unjust conditions. to promote effective living in this precious world.

Evidence of success : Many from our students and the other people living healthy lives and adopting a positive attitude towards their career in teaching and learning.

Problems encountered and resources required: To convince people for the program.

Outcomes : These courses provide an opportunity to build a good physical and mental health.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Vision, Mission and Objectives of the institution clearly points towards a value based education.

The college Aims to become a center of educational excellence imparting teacher education in rural areas having an interdisciplinary approach that is of socio- economic significance to serve our nation.

The education is based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the system which was introduced by SPPU. The focus is on skill development, career-oriented programs through value added courses.

Welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college works with the local tribal people and try to inculcate educational support system in the community. (Evidences attached)

Mission:

Jai Shriram College of education has set a mission to make the educational surrounding, stimulating and purposeful through trained teachers imparting knowledge to the next generation.

To ensure that student teachers stay tuned to present times through lectures, projects and several activities to enhance quality education.

To impart an integrated education to imbibe overall teacher training skills as well as life skills stressing on educational, environmental and social issues.

College administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college. The institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute Students from a diverse socio-economic and academic background are enrolled annually.

College believes in women safety and empowerment. For that we provide free bus facility daily. During the examination period we provide bus facility for girls till Wagholi (nearest city spot). The College also cooperates pregnant women and the ladies who have small babies with responsible support of day-care & creche facility during the learning hours, at its own cost & responsibility.

Salient features of institute:

1. **Our HEI provides inclusive education so that a deserving student is not denied an opportunity for education solely on socio economic constraints. No disabled students in our college.**
2. **Institute provide holistic education to develop skills, knowledge and values through well-structured curriculum and instructions.**
3. **Disciplinary Committee to look into the disciplinary Acts & Ragging.**
4. **The institute makes conscious efforts to create awareness about energy conservation and renewable energy usage among students.**
5. **High speed Broadband continuous internet connectivity.**
6. **Various Social events carried out for enrichment of students, along with various personality development programs.**
7. **Internal complaint committee has established to prevent any kind of harassment to staff, faculty or students.**
8. **Various initiatives and health check-up camps are conducted.**
9. **Institute has provided career development services to students with respect to higher Education, opportunities for growth.**
10. **Institute provides assistance to students willing to proceed to entrepreneurship careers in education.**

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

5. CONCLUSION

Additional Information :

The College is located in green field near a tribal village, with more than 7 acres of land.

The Trust also run the esteemed school in this region by the name of Takshashila Gurukul Public school, which is affiliated to state board & operates up to class 7. Demographically, this locality is dominated by tribal and SC/ST people. The Co-educational system is existing in the campus. The College has all the required teaching staff, library, laboratory etc.

Concluding Remarks :

Jai Shriram College of Education (B.Ed) aims to become a centre of educational excellence imparting teacher education in rural area having interdisciplinary approach that is of socio- economic significance to serve our nation.