SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RURAL FOUNDATION'S SHIKSHANSHASHTRA MAHILA MAHAVIDYALAYA, AKKALKUWA

LOHAR GALLI AKKALKUWA
425415
http://rfnswomensbed.in/

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rural Foundation’s Shikshanshastra Mahila Mahavidyalaya, Akkalkuwa, Dist-Nandurbar (B.Ed) was Established under SNDT University, Mumbai.

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 mountainous region 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 other educational institututes in this region.
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

“Empowering the students to be responsible, competent and committed teacher’s from Rural area’s in Global society.”

Mission

To be an institution of excellence for building Society through enlightenment and empowerment of teacher’s who are cognitively enriched, affectively balanced, Spiritually inspired, Socio-culturally committed and research minded professionals and teaching with constructivism.

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,and service of the staff.

Institutional Weakness

1. Lack of interest in research work.
2. Lack of educational awareness among parents & stdents both.
3. Soft skills and communication skills of students need to be improved.
4. The college has been trying to improve its placements.

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 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

A

Teaching-learning and Evaluation

A

Infrastructure and Learning Resources

A

Student Support and Progression

The facilities and programs are published in the prospectus and uploaded on the college website on regular basis. The college provides academic support to the students through the activities like internal tests, field visits, study tours, project work, internship, remedial coaching, bridge course, various competitions, and skill development courses. The college has established various cells - like Career Guidance Cell, Anti-Ragging Cell, Grievance Redressal Cell, Environmental Awareness Cell, Internal Compliance Cell, etc. to provide timely support to the students. The statutory committees like Reservation Cell, SC, ST, and OBC committees under the leadership of the senior faculty member have been constituted by the college and through these committees' central and state governments' scholarships and free-ships benefits are made available to the students belonging to those categories. The college has a transparent mechanism for timely redressal of the students' grievances. Not a single case of ragging or harassment of any kind occurred in the last five years. The Placement Cell of the college is vibrant and helps the students for their placement. The student's progression to higher education is good. The college encourages the students to participate in various sports and cultural events organized by the University and College. The students are given representation in official bodies like Student Council, Sports, Cultural, library, and Anti-Ragging Committee, etc.

Governance, Leadership and Management

Being a self-financed and privately owned college comes directly under the control of the college and SNDT University. Thus the rules and regulations of the university are to be binding on the college. The Governing Council of the management trust and College Development Committee (CDC) of the college are the apex bodies that govern the academic and administrative processes of the college. The principal is considered the ultimate decision-making authority for the smooth functioning of the college. The teaching and non-teaching staff meetings are held regularly to discuss routine matters, academic development, the appointment of faculty members and other support staff, concession in admission fees to the economically backward students, and special matters of the college. The day-to-day activities of the college are well-governed through a decentralized participative management structure. To fulfil these objectives various internal committees have been constituted and operational autonomy is given to the chairperson and members of the committee for the strategic development of the college. The decisions regarding recruitments of teaching and non-teaching staff, their service rules, and financial matters are finalized in the governing council of the College Development Committee. The internal audit is done through a qualified person from the field of accounting and auditing. The external audit is done by the certified chartered accountant firm who is appointed by the college. The major source of funding is fees from the admitted students.

Institutional Values and Best Practices

A

Research and Outreach Activities

A

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RURAL FOUNDATION'S SHIKSHANSHASHTRA MAHILA MAHAVIDYALAYA, AKKALKUWA
Address	LOHAR GALLI AKKALKUWA
City	AKKALKUWA
State	Maharashtra
Pin	425415
Website	http://rfnswomensbed.in/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	JYOTI RAM CHANDRA LASHKARI	02567-252920	9545911671	-	141bedakkalkuwa@gmail.com
IQAC / CIQA coordinator	Yogita Ramesh Chaudhari	02567-252950	7798159610	-	yogitachaudhari7479@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 minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's 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	2030	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	LOHAR GALLI AKKALKUWA	Tribal	0.5	929

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	Any Bachelors or Masters Degree	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				11			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
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	4	0	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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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	0	0	0	0	0
	Female	50	0	0	0	50
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	2	2	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	17	28	20	25
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	10	4	12	10
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	16	15	16	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	1	0	0
	Others	0	0	0	0
Total		47	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	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 vision of our institution is to best describe as 'Pursuit of Excellence'. In statement it is “Empowering the students to be responsible, competent and committed teacher’s from Rural area’s in Global society.” To provide good & quality education in the tribal area of Akkalkuwa, the college was started. The Institute is affiliated to SNDT, Mumbai - 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 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, Interdisciplinary 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 is a 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, SNDT 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. The institute shall abide by the guidelines and

	academic 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 e-Learning Portals, which will guide them with the required skills and help them contribute to their self-development as well as meet the needs of the country. Our faculty members 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.
3. Skill development:	Following the idea of Skill Development, the institute plans to provide a range of programs, such as: 1. IT & Computer Skills, including MS-Office, minor programming languages, such as 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 e-Learning portals, such as SWAYAM and NPTEL.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	The institute also strives to provide holistic multidisciplinary education to empower learner

online course):	teachers with the skills rooted in Indian cultural 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 tribal 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, ethenic 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 SNDT 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 SNDT. The Institute has implemented outcome-based education with clearly stated Programme Outcomes and Course outcomes. All courses are designed with outcomes centred on cognitive abilities. Apart from the skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute

	proactively to economic, environmental and social well-being of the nation.
6. Distance education/online education:	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 e-Learning to provide augmented multidisciplinary learning experiences to our students. Few classrooms have projectors and wifi 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 online 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club has been set up in RURAL FOUNDATION'S SHIKSHANSHASHTRA MAHILA MAHAVIDYALAYA, AKKALKUWA with a vision to make 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.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, 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 our college 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 our institution 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.
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.	Yes, as per the prescribed guidelines, the ELC is constituted at our college with members including faculty and student coordinators. The ELC of our college 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 various activities for students on electoral literacy. The ELC in in our college 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.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC has planned various socially related initiatives with respect to advancing democratic values and participation in electoral process. The initiatives planned are mentioned below- 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.
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	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

students as voters.	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’.

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	50	50	47	50

File Description	Document
Institutional data in prescribed format	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	50	50	50	50

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

1.3

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

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
50	50	50	47	50

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	42	40	42	45

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	50	50	50	50

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

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

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

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
5.6	4.7	4.9	12	24

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

3.2

Number of Computers in the institution for academic purposes..

Response: 14

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:

We all know that the curriculum's success and its effective delivery are essential to education and are best suited to help individuals lead successful lives as productive members of society. At the time of planning and implementing curricular and co-curricular activities, our institution places a strong emphasis on the three essential components of the teaching and learning process: curriculum, teacher, and learner.

Our college closely adheres to the curriculum set forth by SNDT University, which is our affiliating university. Even though we are not given any autonomy in creating the curriculum, it is continuously under review because stakeholders are asked for suggestions and comments each year.

Every year, the principal develops and puts together the college's academic calendar while keeping in mind the university's calendar. With the assistance of various committee members and Teachers, orientation meetings and planning to evaluate the curriculum are conducted prior to the start of the new academic session. Senior and knowledgeable faculty members are present and actively work to improve the curriculum by identifying any gaps. Additionally, the meetings' proceedings are documented, and suggestions are given.

Annual Scheduler, All of the staff members construct and maintain the daily schedule, and the principal conducts frequent reviews for future planning. Periodic meetings are also held to discuss the library's availability of reference books and other study materials for students in accordance with the revised syllabus. Soft skills in the teaching profession are now developed by creating and delivering ICT-enabled digital lesson plans. The ICT lab has been updated for the same reason.

Since most of the students are locals, the majority of lectures and activities are delivered in vernacular language.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
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 Progammes offered by the institution, which are stated and communicated to teachers and students through

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

Response: 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
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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
8	8	8	8	8

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

1.2.2

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

Response: 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
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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: 97.57

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
49	50	47	50	45

File Description	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
Data as per Data Template	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: 20.24

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
10	10	10	10	10

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

Our college of education adheres to the affiliating University's B.Ed. course curriculum, which accords both academically based concepts and practical activities equal weight. Through an induction programme, students (new entrants) are provided with a thorough overview of the B.Ed. curriculum offered by the university prior to the start of regular sessions.

To give understanding about the field of teacher education, number of efforts are made by the institution like, induction and orientation programme are conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal of the Institute.

The curriculum followed by the institute which is affiliated to SNDT University, Mumbai helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons.

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
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	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:

The program fully covers the theoretical aspects. The program offers a broad perspective different boards like Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).

Working methods of the various teaching councils Indian pedagogical thinking is included in the induction program students in the common epistemological core of the school system. creation of lesson plans varies from card to card. The students are familiarized with a comparative study of the program framework. Programs and manuals with various advice. Implementation of the curriculum and evaluation in various commissions are taken into account when developing assessment strategies and tools. They make innovative lessons accessible to them at home national and international perspectives. The students deal with techniques with which they can combine approaches encourages diversity

Assessment Systems: Methods Document, school results, Data set supports different forms of evaluating different tables. Credit based rating, open book In Study, the category design for the CCE model is modelled by focusing on multiple tables and then matching them norms and standards of national and local standards. Students design and implement programs that is about diversity and inclusion.

State-wise Variations: Trainee teachers are exposed to various teaching practices of school councils through courses internships, trained to formulate academic standards and learning outcomes for a specific subject. competent in adopts Bloom's revised taxonomy and reads learning rates provided by NCERT/SCERT in the design of instructional assessment techniques and an international perspective as a national science UNESCO Standard and Science Education “Current Challenges in Undergraduate Science Education” judged.

An International and Comparative Perspective: National and state differences are known for diversity in school systems and ranking drawings. Western and Eastern thinkers, their ideologies and approaches are included in the program Philosophy and Psychology to provide student teachers with an understanding of the fundamentals, functions and knowledge forms of various councils and the function of an international school system with indigenous practices. The approach has been used to place prospective teachers in schools on different councils for different periods of time.

File Description	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

1.4.1

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

various stakeholders.

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 148

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	34	36	31	47

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

2.1.3

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

Response: 0

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

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

File Description	Document
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:

A university- or state-level entrance exam is the basis for admission to the B.Ed. programme. This aptitude test is useful for determining the readiness of prospective student teachers for entrance and further study. After being accepted, a student receives counselling. They become familiar with the SNDT affiliated college's curriculum, internal evaluation procedure, extracurricular and curricular activities, rules and regulations, and other amenities. The institution makes every effort to learn about the requirements and expectations of the incoming class of students before the programme begins by hosting

an orientation session for them each year when they start classes.

In order to help the students understand the subject matter better, teachers offer books and other materials to them. The student teacher is also provided with a variety of extra resources, such as websites, links, e-books, and other materials, in order for them to completely understand what they are learning. In order to communicate with every student in the class and bring them up to speed with the rest of the class during explanations and discussions, a multilingual approach is used. Students could potentially receive career, academic, and personal counselling.

2.2.2

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 6.25

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curriculum and evaluation plan used in the College, as recommended by the affiliating university, have a strong emphasis on the needs of the students and are completed in a timely manner. The faculty is given supportive frameworks that are conductive to the successful implementation of student-centered learning. The approaches listed below are used to build a range of abilities and skills.

Internships, assignments, field trips, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interactions with experts and other stakeholders, and role-play-based learning are just a few of the ways that participatory learning is incorporated into the courses.

To aid students in growing their creativity, critical thinking, reasoning abilities, logical thinking, capacity for decision-making, and scientific attitude, the college adopts the problem-solving technique. This strategy has been implemented successfully to enhance student learning experiences in a variety of disciplines, including psychology, computer science, physical science, and maths.

With a number of educational institutions, the university has entered into a number of collaborative agreements/memorandums of understanding (MOUs) to foster joint-projects and academic activities like seminars, conferences, lectures, and other exchange initiatives. These interactions expose learners to

more opportunities and give them beneficial experience.

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

2.3.2

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

Response: 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
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

In order to accommodate the diversity of our student body, our college offers many opportunities for mentor-mentee relationships. Faculty members must acknowledge, consider, and connect with a variety of learners in order to maintain an effective mentoring relationship. Teachers engage in tutorials based on the needs of the students. Any voids are found throughout the teaching sessions, and the teachers fill them.

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. Micro-teaching sessions are there for sharpening skills.

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

2.3.6

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

1. Special lectures by experts

2. 'Book reading' & discussion on it

3. Discussion on recent policies & regulations

4. Teacher presented seminars for benefit of teachers & students

5. Use of media for various aspects of education

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

To make the teaching and learning process focused on creativity, innovation, and rational thinking capability, the college's resources are being used wisely. Learning new life skills, education, and indoctrination of ideals In order to encourage innovation, teaching pedagogies have evolved over time. Colleges are now using ICT-enabled devices to help provide effective teaching and learning results.

To make the teaching and learning process more interactive, learner-centered, student-centered, and proactive, all academic departments in the college have taken the initiative. There is a fully functional computer lab available, giving students sufficient access to internet connectivity. To make teaching and learning more engaging, our teachers use a variety of cutting-edge teaching techniques. It is usually recommended for students to make the most of the chances available in college.

In addition to this College of Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who did not have much confidence but today are placed in esteem school organizations. The teachers regularly monitored students after each session of counselling and encouraged and trained him to participate in different co-curricular activities of college. After that he represented the college in different fields like theatre, fine arts items; still life drawing, yoga, sports, and social service camp.

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
Any other relevant information	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
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

5. **Rating Scales**

Response: 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
Sample evidence showing the tasks carried out for each of the selected response	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View 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
Samples of assessed assignments for theory courses of different programmes	View 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

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

Response: 5

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The most important initiatives for the personal and professional development of the academy's teaching staff are as follows: Reading and reflection on emerging areas are practiced at every staff meeting. The plan is to train teachers and how the knowledge will lead to the development of learning and teaching programs. Prospective teachers learn the latest developments from their colleagues, graduates and others.

It has been redesigned from the source. An overview of teacher mobility as a profession and specific areas of expertise, e.g. NEP 2020 before developing an appropriate rubric for a multidisciplinary teacher observation environment. Do teachers (colleagues) organize workshops, webinars and capacity building sessions in the region Interests and skills that lead to professional commitment

In addition, we promote the professional development of teachers through supplementary courses. Thanks to its competencies, the faculty has the opportunity to select journals and original works and offer ebooks, taking advantage of their research experience and commitment to teaching. All teachers are encouraged to attend introductory and refresher courses by the college's academic staff and other UGC approved programs mandatory for their professional development. Teachers when they are sent to short courses, orientation programs, etc.

Workshops are required to train staff on teacher topics or education program topics. New aspects of the information gained are examined for implementation in internships in their schools and feedback is obtained from masters. Teaching and interaction with students, the grades obtained during the internship are provided in sealed form. The covers are analysed based on the students' results. Staff are assigned projects and competitions on a rotating basis to ensure they excel in exhibitions in different areas and have an overarching perspective on different projects all four semesters. Internal consultations on educational issues take place informally in the staff room. In order to keep them up to date, regular onsite visits by teachers (visits) are organized.

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: 72.73

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

2.5.2

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

Response: 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: 12.5

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

Response: 100

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Shikshanshashtra Mahila Mahavidyalaya, Akkalkuwa understands the importance of continuous professional development to enhance teaching skill knowledge and expertise and say updated with the latest trends methodologies, and educational advancements Teachers make various efforts to ensure they remain well-informed and competent educators. Two significant ways they achieve this are through in-house discussions on current developments and issues in education and by actively sharing information with colleagues and other institutions un policies and regulations

1. In-house discussions on current developments and issues in education: Teachers regularly engage in in-house talks and seminars to explore and analyse recent developments. research findings and innovative teaching practices in the education sector. These discussions are facilitated by teachers and invited experts who share their insights and experiences They cover various topics including emerging teaching methodologies, technology integration in education, pedagogical advancements, and insights to student learning behaviour. During these discussions, teachers exchange ideas, debate different perspectives, and collaboratively brainstorm solutions to challenges faced in the classroom. These

sessions foster a culture of continuous learning and allow teachers to adapt their teaching approaches based on the latest research and best practices Moreover, they create a supportive learning environment where teachers can draw inspiration from one another and implement successful strategies in their teaching context.

2. Sharing information with colleagues and other institutions on policies and regulations: Keeping themselves updated about the constantly evolving educational policies and regulations is crucial for see hers. They actively seek information on changes in curriculum frameworks assessment methods and guidelines set by educational authorities Teacher's collarbone with their colleagues to exchange Knowledge and insights gained from attending workshops, training sessions, or professional development programs Additionally teachers participate in educational conferences and seminars, both at regional and national levels, where they interact with educators from other institutions and organizations. These networking opportunities facilitate sharing of best practices successful teaching strategies, and the latest research findings by exchanging information with other institutions, teachers and their perspectives and gain exposure to wide educational techniques and approaches

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 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 behaviour, 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
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Shikshanshashtra Mahila Mahavidyalaya, Akkalkuwa has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment.

It aspires to sort out the grievances within the stipulated time period. Grievance Redressal Cell, Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell.

The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances.

We look up to the grievances in the following manner Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are

Marked absent in the assignment Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken.

The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction.

Types of Grievances dealt by the examination committee prepare-Examination Grievances Not getting Hall Ticket for the examination Different subject mentioned on the admit card Name is not correctly written on the admit card Candidate’s Photo missing Form Filling receipt not provided Post-Examination Grievances Result not declared Name not found in result list Absent marked in specific papers Absent marked in all paper etc.

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:

Academic Calendar is the mirror of college. It is one of the most important tool on which whole college functioning depends. Academic calendar is prepared by Principal, Course coordinator taking into consideration opinion from students, teachers, employers, parents and management. It is then sent for approval from management. Suggestions from students, teachers, management and other stakeholders are taken into consideration for the development and wellbeing of students.

Academic calendar includes details of all major activities that college has planned for the students' development. It includes examination details both internal as well as university examination. It also includes semester/year beginning date, curricular activities, co-curricular activities and extra-curricular activities. Academic Calendar includes information with respect to exam dates, guest lectures dates, annual social gathering date, syllabus completion date etc. Thus all major activities are highlighted in the academic year plan as we believe in effective planning

The academic calendar mentions total number of days for tutorials, Mid- term, Prelim Exam. It also mentions total number of lectures for teaching as per the guidelines provided by university. The first date that the academic calendar mentions is syllabus orientation date, where a detailed orientation with respect to internal examination is given to the students. Even practicum orientation dates are mentioned in the academic calendar, here also a detailed orientation is provided as it is the base of B.Ed. program.

Students are told well in advance about the dates of written exam as they are prepared well for it. Dates of written exam, Prelim Exam are also mentioned for the students' readiness. In fact, it also gives an idea to the teachers for their syllabus completion as per the dates of the exam. Syllabus completion date is also mentioned along with internal practicum submission date which also is followed. Students Revision and Remedial Classes dates also are part of the academic calendar.

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:

Shikshanshashtra Mahila Mahavidyalaya, Akkalkuwa ensuring alignment between the stated Program Learning Outcomes (PIOS) and Course Learning Outcomes (CLOS) with the teaching-learning process is crucial for an effective teaching-learning strategy.

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

2.7.2

Average pass percentage of students during the last five years

Response: 88.26

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
49	42	40	42	45

File Description	Document
Result sheet for each year received from the Affiliating University	View 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 college offers a B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The faculty members monitor the attainment of professional and personal attributes in line with the PLOS and CLOS of the students by the fowling ways.

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyse at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning.

Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members.

File Description	Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 98

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

Response: 49

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:

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
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View 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: E. None of the above

File Description	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
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: 0.63

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
2	2	1	0	0

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

3.2.2

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

Response: 1.13

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	3	3	2	0

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

3.3 Outreach Activities

3.3.1

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

Response: 8.2

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
15	9	3	6	8

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	50	50	47	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: 100

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
50	50	50	47	50

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:

Rural Foundation Shikshan shastra Mahila Mahavidyalaya organizes outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

Awareness Programmers and rallies:

Students conducted awareness programmes for public health problems for environment conservation, female health care, 'right for vote' etc. The students were involved in the programmers like “Har-Ghar Tiranga” and "Swachat Abhiyan" organized. It's always remarkable to recall the contributions of great leaders of India and let the people make aware of their contribution too. In this spirit, the students took initiatives and spread the contribution Dr.Abdul Kalam and organized a ‘Swachata Abhiyan’ mentioning his golden words.

Media Programmes:

Students were given a project to educate children in the surrounding slum area. and In the village of

Akkalkuwa taluka, awareness about corona vaccine was created and survey was conducted in Molgi, Talamba, Moramba, Jamana, Jamli, Valeri, Vanya Vihir, Ankush Vihir, Galotha,The concept behind this was to reach the maximum number of children with the help of our students and educate them. Not only this in the period of pandemic when the children were facing difficulty with online learning, our students guided children to use new educational devices for learning.

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: 4

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	3	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: 0

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

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

File Description	Document
Data as per Data Template	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: 20

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: 20

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
Report of each activities with seal and signature of the Principal	View 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 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 students and are equipped with 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 computers with internet connectivity to develop ICT and communication skills among the student teachers.

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,

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
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 70

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

Response: 7

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

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	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: 6.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.43	0.19	0.76	0.95	0.85

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

4.2.2

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

Response:

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: 0.02

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	0	0	0	0.1

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: 18.55

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: 254

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: 250

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: 233

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: 174

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: 165

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

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

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

To become future prepared, students must be educated and equipped with the most recent technologies. Consequently, teachers are combining technology with conventional methods to engage students for a longer period of time. In supporting, enhancing and optimising educational provision, the College is using ICT in education.

There are good IT facilities available at the college for learning, research and administration. It provides the pupil-teachers with first-hand experience on practical skill development. We use smart classrooms to teach more effectively and efficiently. To enable faculty, irrespective of where they teach in the colleges, to have identical technical control and capabilities, we aim to standardize all multimedia equipment within each lecture hall.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.57

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

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

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: E. None 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: 3.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.25	0.37	0.31	0.21	0.6

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 inflrmation	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: A. All 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: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	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: 11.47

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

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

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: 10.2

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

Response: 5

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

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

File Description	Document
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: 3.67

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
2	1	2	3	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
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
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: 1.6

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
2	2	0	2	2

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 Alumni 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
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3

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

Response: 10

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

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

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

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as

well as recognizing, nurturing and furthering any special talent/s in them.

Response:

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

The College has a non-registered but completely functional Alumni Association. As we're a rurally located college, hence registration of the association is a very cumbersome and difficult process. But the members of the Alumni Association take great efforts in the activities.

The alumni association brings alumni together to stay in touch with their college and other alumni. The purpose of the association is to cultivate the spirit of loyalty and promote the common good of your organization. Alumni association exist to promote and strengthen relationships between the current students, alumni (passed students) and the community

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:

Our Vision - “Empowering the students to be responsible, competent and committed teacher’s from Rural area’s in Global society.”

Our Mission: To be an institution of excellence for building Society through enlightenment and empowerment of teacher’s who are cognitively enriched, affectively balanced, Spiritually inspired, Socio-culturally committed and research minded professionals and teaching with constructivism.

The governing body offers all the assistance required to manage, oversee, and run the operations of the college in order to operationalize the vision and mission of the institution. The Principal makes decisions and assigns tasks to teachers and staff in order for the college to operate effectively and efficiently and achieve its specified goals. The Governing Body provides competent oversight in this regard.

When organizing activities for the college and society, the college's vision and mission are kept in mind. Both teachers and students are encouraged to plan and enroll in brief courses that focus on developing skills, enhancing employability, and instilling human values. Every year, many committees and cells made up of faculty members are established to handle the day-to-day operations and decision-making in the institution. Examples of these committees include the Academic Committee, Admissions Committee, Examination Committee, etc.

In order to ensure that the college is providing high-quality instruction and that procedures are in place for open, efficient administration, the IQAC of the college has taken the initiative to solicit input from all stakeholders, including the management, the principal, the faculty, the administrative staff, the students of the college, the college's alumni association, the parents, and peer colleagues.

The Governing Body and the Principal provide direction and support to the College in planning and carrying out activities to help students hone their skills and identify their strengths. They also expose students to the use of the most up-to-date educational technology, sparking their interest and involvement in learning multiple skills to improve their teaching abilities and employment prospects.

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

The IQAC and Principal serve as the supervisors for all academic and administrative committees, including the ICC, Examination Committee, Library Committee, Students Grievance Redressal Cell, Counselling Cell, Anti-Ragging Committee, Cultural Committee, etc. The college's principal is in charge of monitoring the activities of various cells and committees. The academic committee has the authority to modify the schedule and allocate teaching and assessment responsibilities.

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 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 beforehand. 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:

The institution's strategic plan is developed in association with the vision and mission of the College. In this regard, the principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. the principal instils confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met.

The principal regularly contacts thorough WhatsApp, email and mobile, delegating tasks and facilitating the teaching-learning process. Online collaborative & co-curricular activities have been organized. The

principal continues to mentor the pupils and provides them with support in difficult times, e.g. personal contacts with students who have lost loved ones. Students with technical difficulties Alternate connectivity issues where employees post content on WhatsApp or email to the student's shared email address. A parent-teacher meeting is organized to discuss students and parents' issues, hints have also been optimized. The basic needs of economically disadvantaged members are treated.

The co-ordinator, with the help of the intervention services, oversees the upkeep and maintenance of the common rooms, garden, equipment, classrooms, upholstery, furniture etc.

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:

The College has a well-defined organizational structure to ensure efficient governance and management. It reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various Committees/ Boards. Various stakeholders are members of different committees constituted by the institution. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the watchful eye of the IQAC.

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 extracurricular activities.

The principal and administrative staff oversee the admission process adhering to the BEd.CET norms and affiliating University guidelines after the centralized counselling.

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 to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The 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.

All the Academic and Administrative Committees - IQAC, 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.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes.

Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties. Academic committee often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures , and inter - college exercises. Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students.

Examination committee prepares date sheet and conducts internal assessments and prepares internal assessment scores-sheets of students. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has effective welfare measures for teaching and non-teaching staff. Well-being of the staff is important for effective functioning of the Institution.

Maternity Leave: Ladies teaching and non-teaching staff can avail maternal leave (Unpaid or paid depending on service condition).

Promotions: Promotions or salary hikes are given to the teaching and non-teaching staff based on the qualification, services, and outcome of the performance appraisal.

Fee concession to the Wards of the staff members: College also provides fee concession for the wards of the teaching or non-teaching staff.

Research Assistance: Publication Incentives, cost of the registration and participation in the national or international conferences/Seminars are given to the faculty members.

Career Growth: Faculty members are supported for attending Short Term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

Faculty Recreation Programs: Recreational Trips are organized for the teaching and non- teaching staff. The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

Duty leave is provided for attending Workshops, Orientation course, refreshers courses, Conferences etc.

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
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View 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: 20

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
7	5	3	2	3

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: 45

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
6	4	3	2	3

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

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional growth.

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in B.Ed. Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events, workshops and Guest lectures.

2. Effectiveness of Academic Management (Coordination)– Completion of additional activities allotted in due time line.

3. Academic Development (self as well as the college)– Initiatives taken for self-improvement/ enhancement, Development of Best practices at workplace

4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.

5.Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

File Description	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. 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.

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 internal audit team headed by the seniormost person, 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.

File Description	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:

Rural Foundation's Shikshanshashtra Mahila Mahavidyalaya, Akkalkuwa is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds, we accommodate expenses from two funds which are Tuition Fee and other fees.

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 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
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 has developed the Internal Quality Assurance Cell (IQAC) in the pursuit of quality assurance, quality upgrading, 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.

Outcome based education is initiated by IQAC, Result-analysis and active Grievance Redressal Cell, Extension activities including FDP are enhanced IQAC works constantly to establish newer collaborations and linkages with different organizations Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration. To strengthen student support system for Encourage student council activities including sports and cultural activities. Continuously practice decentralized and Participative governance with faculty performance evaluation through self-appraisal forms and confidential reports.

To express strong concern for environmental activities including rain water harvesting, plastic ban , waste management and Energy Saving.

File Description	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 institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees. Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual functions, Exhibitions related to pedagogy subjects, field visits, Study-tour etc. for the Students, Faculty Development Programmes for faculty, Value added courses for students, Encouragement to use ICT resources in teaching learning process. 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.

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 teachers in order to diversify the teaching approaches they employ on a daily basis.

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: 6.8

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
12	13	9	0	0

File Description	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
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative

domains of its functioning through quality assurance initiatives

Response:

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution.

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

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.

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 conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products for electrical equipment’s. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room.

In the future, the college is planning to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long-term goal to educate students and employees on environmental concerns and sustainability so as to turn our college into a carbon-negative institute.

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 institution.

File Description	Document
Link for additional information	View Document

7.1.2

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

Response:

Our college has created awareness to the students regarding green environment in the campus by arranging various awareness programs inside campus. Faculty advises the students not to litter waste and unwanted materials inside the campus. We also provide dustbin. To bring awareness of proper waste reduction and recycling practices through education and communication efforts. To create awareness for

using reusable components for manual use and making the environment plastic free. Plastic bottles, cans and plastics bags are banned in the campus.

The college has segregated waste into two parts:

1. Solid Waste

2. Liquid Waste

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. The college 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.

Liquid waste generated by the College is mostly sewage waste and a standard operating procedure has been evolved to handle liquid waste.

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: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	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
Income Expenditure statement highlighting the specific components	View Document
Income Expenditure statement highlighting the specific components	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:

We protect our own environment with its green campus initiative and keeps pollution free campus Environment. College development is the 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 raining 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 environment. The awareness is also done by arranging programmes, rallies on various issues related to environment and health.

Ensuring that college is well maintained is not only conducive to productivity, it also increases the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioural and attitudinal aspect of habitants.

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
Income Expenditure statement highlighting the specific components	View Document
Income Expenditure statement highlighting the specific components	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
Income Expenditure statement on green initiatives, energy and waste management	View 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:

Rural Foundation's Shikshanshashtra Mahila Mahavidyalaya takes different types of initiatives to promote Environment awareness and Sustainability. Our college helps the citizens of the area to implement sanitation drive. At the same time awareness is made on cleanliness. In this regard the people of the rural areas given guidance regarding sanitation the importance of cleanliness. The college is trying to find solutions and discuss the risks of the future of plastics. The college raises awareness for planting trees every year. There is also information about planting trees in the area.

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

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.

File Description	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
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best practices (I)
1) Title of practice
Visiting Rukhmabai Balika Orphanage and organizing various programs on the occasion of the anniversary of the Rural Foundation.

2) Objective

a) To know their problems by visiting Rukhmabai Balika Anath Ashram
b) To make orphan girls self-reliant.
c) Will get opportunity to do social work.
d) To inculcate feelings of love and affection in girls.
e) Motivating girls for education and distributing educational materials

3) Context:

The program of visiting Rukhmabai Balika Anath Ashram and distribution of various items is organized every year. As per the founding chairman of the organization, girls can preserve and promote culture more than boys. It is the need of time for girls to get opportunities in every field, so Balika Anath Ashram was chosen. Rukmabai Balika Anath Ashram in Akkalkuwa is an orphanage for the purpose of making the girls of this ashram aware of education and doing something for them. This ashram was chosen for the purpose of cooperating with them. Various programs are organized every year on the occasion of the anniversary of the institute, mainly food donation, distribution of free books, clothes, etc.

4) practice -
1st September Rukhmabai Balika Orphanage is visited every year on the occasion of the anniversary of the institution. The ashram was visited on 1st September 2022. On this occasion, free books were distributed and food was also donated. The girls of this ashram are intelligent, studious and efficient. It is necessary to empower these girls so that they get respect in the society and change the social attitude towards them. They are made independent through various programs. Cultivating an interest in education is motivated by imparting higher education.
The founder and other members of the organization are constantly thinking about how physical, mental, social, cultural and educational development of the girls in the orphanage can be done.
Chairman of the institute, secretary of the institute, other members, principal, faculty, staff and other staff, students were present on the occasion of the program.

5) Evidence of success - photo

6) Problem-Resoueces Required
As this event is planned, chances of / problems are less and more. Preparation of materials and items

required for this program is done in advance.

7) Notes - Feedback

On the occasion of the institution's anniversary, on September 1, one can enjoy doing a social work by visiting the Rukhmabai Balika Orphanage and taking part in various programs. The organization gets an opportunity to solve these problems by getting information about various problems of orphans.

This program is organized by Shikshan Shastra Mahila College to create a feeling of love and affection towards the orphans.

File Description	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:

Rural Foundation's Shikshanshashtra Mahila Mahavidyalaya aspires to be a leading Institution in the rural region offering quality teacher education to enlighten and empower the student-teacher society and to adopt lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms.

The evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at college use to celebrate National Days along with the Environment Day/Earth Day/ National Girl Child Day to make students aware of our surroundings and culture.

Our institute provides

- Inclusive education so that a deserving student is not denied an opportunity for education solely on socio economic constraints.
- Holistic education to develop skills, knowledge and values through well-structured curriculum and instructions.
- takes conscious efforts to create awareness about energy conservation and renewable energy usage among students.
- Various Social events carried out for enrichment of students.
- Various personality development programs and health check-up camps are conducted
- Career development services to students with respect to higher Education, opportunities for growth.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

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.

Concluding Remarks :

The College is located in green mountainous region 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 other educational institututes in this region.
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.