



## YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
<b>1.Name of the Institution</b>	KAI SOU. MALATIDEVI VASANTRAO PATIL MAHILA SHIKSHANsSHSTRA MAHAVIDYALAYA
• Name of the Head of the institution	KHAMKAR SATWASHILA BALASO
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	0233222457
• Mobile No:	8830869687
• Registered e-mail ID (Principal)	mvpm.bed@gmail.com
• Alternate Email ID	Khamkarsb2011@gmail.com

• Address	Duyyam Bajar Awar Market Yard Miraj
• City/Town	Miraj
• State/UT	Maharashtra
• Pin Code	416410
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban
• Financial Status	Self-financing
• Name of the Affiliating University	Shivaji University, Kolhapur
• Name of the IQAC Co-ordinator/Director	PALKAR VARDHAMAN RAMKRISHNA
• Phone No.	02332224571
• Alternate phone No.(IQAC)	02332224571
• Mobile (IQAC)	9922223380
• IQAC e-mail address	palkarvardhaman@gmail.com

• Alternate e-mail address (IQAC)	<a href="mailto:palkarvardhaman@gmail.com">palkarvardhaman@gmail.com</a>				
<b>3.Website address</b>	<a href="https://mvpeducation.org.in/">https://mvpeducation.org.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://assessmentonline.naac.gov.in/public/index.part=1">https://assessmentonline.naac.gov.in/public/index.part=1</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://assessmentonline.naac.gov.in/public/index.part=1">https://assessmentonline.naac.gov.in/public/index.part=1</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	56.75	2004	04/11/2004	30/11/2009
<b>6.Date of Establishment of IQAC</b>			15/06/2004		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			4		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?			Yes		

<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>The Internal Quality Assurance Cell (IQAC) plays a vital role in ensuring and enhancing the quality of education in teacher training colleges. Some significant contributions that IQAC may have made during the current year could include: Implementation of Quality Improvement Initiatives: IQAC may have spearheaded various initiatives aimed at improving the quality of teaching, learning, and overall educational experience. This could involve the development and implementation of new teaching methodologies, innovative assessment practices, and the integration of technology in education. Curriculum Development and Revision: IQAC might have been actively involved in the review and revision of the college curriculum to ensure its relevance, currency, and alignment with the latest educational standards and requirements. This may involve updating course content, introducing new subjects or modules, and incorporating feedback from stakeholders. Faculty Development Programs: IQAC could have organized and facilitated faculty development programs to enhance the teaching skills, pedagogical techniques, and subject knowledge of educators. These programs may include workshops, seminars, conferences, and training sessions conducted by experts in the field of education.</p>	
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	
Plan of Action	Achievements/Outcomes
AIDS Awareness Programme	Students became aware about AIDS
Gender Sensitization Activity	Inculcated Gender Sensitivity
Investor Awareness Programme	Students became aware about Investment
Continues Reading Programme	Students received information 75 literature books
<b>13. Whether the AQAR was placed before statutory body?</b>	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	28/02/2022

#### 15. Multidisciplinary / interdisciplinary

Introducing multidisciplinary approaches in women's teacher training colleges can enrich the educational experience and better prepare future educators to meet the complex needs of their students. Here's how multidisciplinary education can be integrated into such institutions:

- Curriculum Design:** Develop a curriculum that incorporates elements from various disciplines, including education, psychology, sociology, gender studies, communication, technology, and the arts. This interdisciplinary approach can provide a comprehensive understanding of teaching and learning processes while addressing the diverse needs of students.
- Interdisciplinary Courses:** Offer interdisciplinary courses that explore topics such as gender and education, inclusive teaching practices, educational technology, child development, and cultural diversity. These courses can foster critical thinking, creativity, and collaboration among students from different backgrounds.
- Integrated Learning Experiences:** Design integrated learning experiences that allow students to apply knowledge and skills from multiple disciplines to solve real-world problems. For example, students could collaborate on projects that address social issues, design inclusive lesson plans, or create multimedia resources for diverse learners.
- Cross-Disciplinary Collaboration:** Encourage collaboration between faculty members from different disciplines to co-teach courses, develop interdisciplinary research projects, and mentor students. This interdisciplinary approach can provide students with diverse perspectives and expertise.
- Field-Based Learning:** Provide opportunities for field-based learning experiences that expose students to interdisciplinary approaches in educational settings. This could involve internships, service-learning projects, and partnerships with schools, community organizations, and NGOs.

- Professional Development:** Offer professional development opportunities for faculty members to enhance their interdisciplinary teaching and research skills. This may include workshops, seminars, and collaborative projects focused on interdisciplinary pedagogy and scholarship.
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**Interdisciplinary Research:** Promote interdisciplinary research initiatives that address pressing issues in education, gender equality, and social justice. Encourage students and faculty to collaborate on research projects that integrate insights from multiple disciplines and contribute to the advancement of knowledge in the field.

**8. Cultural Sensitivity and Diversity:** Incorporate perspectives from diverse cultures, traditions, and worldviews into interdisciplinary education. This includes recognizing the intersectionality of identities such as gender, race, ethnicity, class, and religion, and exploring how these intersecting factors influence teaching and learning.

**9. Inclusive Pedagogy:** Emphasize inclusive pedagogical practices that recognize and celebrate the diverse backgrounds, experiences, and abilities of students. Provide training on culturally responsive teaching, differentiated instruction, and universal design for learning to support inclusive classrooms.

**10. Community Engagement:** Encourage students to engage with local communities and stakeholders through interdisciplinary projects and outreach initiatives. This can foster connections between academic learning and real-world contexts, while promoting social responsibility and civic engagement..

## 16. Academic bank of credits (ABC):

Here's how an ABC system can be integrated into teacher training programs:

- 1. Credit Accumulation:** Establish a system where students can accumulate credits for successfully completing courses, internships, workshops, seminars, and other learning activities. Each activity is assigned a certain number of credits based on its duration, complexity, and learning outcomes.
- 2. Transferability of Credits:** Allow students to transfer credits earned from one program or institution to another within a defined credit transfer framework. This enables students to build upon their prior learning experiences and seamlessly transition between different educational pathways.
- 3. Recognition of Prior Learning:** Recognize and assess students' prior learning experiences, including work experience, volunteer activities, and informal learning, for academic credit. This allows students to demonstrate their existing knowledge and skills and receive credit for relevant competencies.
- 4. Individualized Learning Paths:** Enable students to design their own learning paths based on their interests, career goals, and learning needs. Students can choose from a variety of courses and learning opportunities to tailor their educational experiences and earn credits towards their degree or certification.
- 5. Competency-Based Assessment:** Shift towards a competency-based assessment approach where students are evaluated based on their mastery of specific learning outcomes rather than time spent in the classroom. This allows for more personalized and flexible learning experiences and ensures that students develop the necessary competencies to become effective educators.
- 6. Portfolio Assessment:** Implement portfolio assessment methods where students compile evidence of their learning, achievements, and experiences to demonstrate their competencies and earn credits. Portfolios may include reflections, artifacts, projects, and assessments that showcase students' growth and development.

over time. 7. Faculty Development: Provide training and support for faculty members to effectively implement an ABC system and design competency-based curriculum and assessments. Faculty members play a crucial role in guiding students through their learning journeys and assessing their progress towards achieving learning outcomes. 8. Quality Assurance: Establish quality assurance mechanisms to ensure the rigor and validity of assessments and credits awarded through the ABC system. This may involve regular reviews of curriculum, assessments, and student portfolios, as well as external accreditation processes. 9. Student Support Services: Offer academic advising, counseling, and mentoring services to support students in navigating the ABC system and planning their academic and career pathways. Providing guidance and support can help students make informed decisions and achieve their educational goals.

### 17.Skill development:

1. Communication Skills: Offer workshops and courses focused on enhancing communication skills, including effective verbal communication, active listening, and nonverbal communication. These skills are crucial for building rapport with students, colleagues, and parents. 2. Pedagogical Skills: Provide training in pedagogical techniques and instructional strategies that promote student engagement, critical thinking, and active learning. This may include workshops on lesson planning, classroom management, differentiated instruction, and assessment methods. 3. Technology Integration: Offer courses and hands-on training in educational technology tools and digital resources that can enhance teaching and learning experiences. This includes learning management systems, multimedia presentations, online collaboration platforms, and educational apps. 4. Content Knowledge: Ensure that teacher training programs include rigorous coursework and practical experiences to develop strong content knowledge in relevant subject areas. This is essential for effectively delivering curriculum content and facilitating meaningful learning experiences for students. 5. Inclusive Teaching Practices: Provide training in inclusive teaching practices that address the diverse learning needs of students, including those with disabilities, English language learners, and students from diverse cultural backgrounds. This may involve workshops on universal design for learning, differentiated instruction, and culturally responsive teaching. 6. Classroom Management: Offer training in effective classroom management strategies that create a positive and productive learning environment. This includes techniques for establishing routines, managing transitions, addressing behavior issues, and promoting positive social interactions among students. 7. Critical Thinking and Problem-Solving Skills: Incorporate activities and assignments that encourage students to develop critical thinking, problem-solving, and decision-making skills. This may involve case studies, group projects, simulations, and reflective exercises that challenge students to analyze complex issues and develop creative solutions. 8. Collaborative Skills: Promote collaborative skills through group projects, cooperative learning activities, and peer mentoring initiatives. Encourage students to work collaboratively with colleagues, parents,

and community stakeholders to support student learning and achievement. 9. Professional Development: Provide opportunities for ongoing professional development and continuing education to support the lifelong learning and career advancement of educators. This may include workshops, conferences, webinars, and networking events focused on emerging trends and best practices in education. 10. Reflective Practice: Cultivate a culture of reflective practice where students are encouraged to critically reflect on their teaching experiences, identify areas for improvement, and set goals for professional growth. This may involve journaling, peer observations, and guided reflection exercises.

### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Integrating Indian knowledge systems into women's teacher training colleges can provide future educators with a deeper understanding of cultural heritage, holistic pedagogies, and inclusive practices. Here's how Indian knowledge systems can be appropriately integrated into teacher training programs for women: 1. Curriculum Enrichment: Enhance the teacher training curriculum by incorporating courses and modules that explore Indian knowledge systems such as Ayurveda, Yoga, Vedanta, Jyotisha (astrology), Vastu Shastra (architecture), and Indian philosophy. These courses can be integrated into existing subjects like pedagogy, psychology, and educational theory. 2. Historical Context: Provide insights into the historical development and philosophical foundations of Indian knowledge systems. Help students understand how these systems have evolved over time and their relevance to contemporary education practices. 3. Holistic Education: Emphasize holistic approaches to education inspired by Indian philosophies, which consider the intellectual, emotional, physical, and spiritual dimensions of learning. Encourage students to explore holistic pedagogies that promote well-being, mindfulness, and self-awareness. 4. Cultural Sensitivity: Foster cultural sensitivity and appreciation for diverse worldviews by incorporating perspectives from Indian knowledge systems into discussions on global education. Help students recognize the interconnectedness of cultures and the importance of respecting cultural diversity in educational contexts. 5. Inclusive Pedagogy: Integrate inclusive pedagogical practices inspired by Indian knowledge systems that recognize and accommodate diverse learning styles, abilities, and backgrounds. Encourage students to develop teaching strategies that cater to the needs of all learners, including those with disabilities and from marginalized communities.

### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

1. Real-world Relevance: Learning outcomes in OBE often emphasize the development of skills and knowledge that are directly applicable to real-world situations. This helps prepare students for success in their future careers and endeavors. 2. Transparency and Accountability: OBE promotes transparency by clearly articulating learning outcomes and assessment criteria to students. It also holds educators accountable for ensuring that students 3. Student-Centered Approach: OBE

places emphasis on the needs and abilities of individual students. It aims to provide personalized learning experiences tailored to meet the diverse needs of learners. 4. Continuous Improvement: OBE emphasizes continuous assessment and feedback to monitor student progress and make adjustments to instruction and curriculum as needed. This helps ensure that students are on track to achieve the desired outcomes. 5. Authentic Assessment: Assessment in OBE focuses on measuring students' ability to apply their knowledge and skills in real-world contexts. This often involves the use of performance-based

## 20.Distance education/online education:

1. Curriculum Development: Design and develop online courses that align with the curriculum of traditional teacher training programs. Ensure that courses cover essential topics in education, pedagogy, subject-specific content, and practical teaching skills. 2. Interactive Learning Platforms: Implement interactive learning platforms that facilitate engagement and collaboration among students and instructors. Utilize features such as discussion forums, chat rooms, video conferencing, and virtual classrooms to promote interaction and peer-to-peer learning. 3. Multimedia Resources: Incorporate multimedia resources such as video lectures, animations, simulations, and interactive exercises to enhance learning experiences. Provide access to digital libraries, educational videos, and online databases to support self-directed learning and research. 4. Flexible Scheduling: Offer flexible scheduling options that accommodate the needs of women learners who may have family or work responsibilities. Provide asynchronous learning opportunities, allowing students to access course materials and participate in discussions at their convenience. 5. Practicum and Field Experience: Develop innovative approaches for conducting practicum and field experience components of teacher training programs in virtual or blended formats. Explore virtual classroom observation tools, simulated teaching environments, and online mentoring programs.

## Extended Profile

### 1.Student

2.1

Number of students on roll during the year

File Description	Documents
Data Template	No File Uploaded

2.2	
Number of seats sanctioned during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	No File Uploaded
2.3	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	No File Uploaded
2.4	
Number of outgoing / final year students during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	No File Uploaded
2.5 Number of graduating students during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	No File Uploaded
2.6	
Number of students enrolled during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	No File Uploaded
<b>2. Institution</b>	
4.1	

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2

Total number of computers on campus for academic purposes

### 3. Teacher

5.1

Number of full-time teachers during the year:

File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded

5.2

Number of sanctioned posts for the year:

## Part B

### 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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Nil

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded

Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

**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 year**  
Faculty of the institution  
Head/Principal of the institution  
Schools including practice teaching schools  
Employers  
Experts  
Students  
Alumni

File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

File Description	Documents
Data as per Data Template	No File Uploaded

URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 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

#### 1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

#### 1.2.2 - Number of value-added courses offered during the year

Nil

#### 1.2.2.1 - Number of value-added courses offered during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded

Any other relevant information	No File Uploaded
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
Nil	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	
File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
Nil	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Nil

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Nil

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded

Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

#### 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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

Nil

##### 2.1.1.1 - Number of students enrolled during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

##### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

Nil

##### 2.1.2.1 - Number of students enrolled from the reserved categories during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded

Any other relevant information	No File Uploaded
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### 2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

Nil

#### 2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

### 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 Describe the assessment process 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, in not more than 100-200 words.

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning

**Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

**2.2.4 - Student-Mentor ratio for the academic year**

Nil

**2.2.4.1 - Number of mentors in the Institution**

File Description	Documents
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Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Nil

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded

Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

**2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life**

**Nil**

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

**Nil**

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## **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 Organizing Learning (lesson plan) Developing Teaching**

**Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

**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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

**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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying**

**and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

File Description	Documents
Data as per Data Template	No File Uploaded

Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.9 - Number of students attached to each school for internship during the academic year**

**2.4.9.1 - Number of final year students during the academic year**

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning - home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

File Description	Documents
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Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Nil

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities**

## of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

**2.5.3 - Number of teaching experience of full time teachers for the during the year****Nil****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

**Nil**

File Description	Documents
Documentary evidence to support the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**2.6 - Evaluation Process**

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

**Nil**

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

**2.6.3 - Mechanism for grievance redressal related to examination is operationally effective**

Nil

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.**

Nil

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**2.7 - Student Performance and Learning Outcomes**

**2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.**

**Nil**

File Description	Documents
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**2.7.2 - Pass percentage of Students during the year**

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
Result sheet for each year received from the Affiliating University	<b>No File Uploaded</b>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**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**

**Nil**

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**2.7.4 - Performance of outgoing students in internal assessment**

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

File Description	Documents
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Number of students achieving on an average 70% or more in internal assessment activities during t	No File Uploaded
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Nil

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

**Nil**

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

#### 3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded

Any other relevant information	No File Uploaded
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### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

##### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

Nil

##### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

File Description	Documents
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Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

**3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.**

Nil

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

Nil

**3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**

File Description	Documents
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Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage - exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 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 Describe the adequacy of facilities for Teaching -Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

**Nil**

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

**Nil**

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded

Any other relevant information	No File Uploaded
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#### 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 Describe the features of Library Automation in not more than 100 - 200 words.

Nil

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Nil

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded

Any other relevant information	No File Uploaded
<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>	
Nil	
File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded
<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>	
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>	
File Description	Documents
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 academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded
<b>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 Relevant educational documents are obtained on a regular basis Documents are made available from other</b>	

**libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Nil

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.2 - Student - Computer ratio during the academic year

Nil

File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded

Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

**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 Describe policy details of systems and procedures for maintaining and utilizing**

physical, academic and support facilities in not more than 100 - 200 words

**Nil**

File Description	Documents
Appropriate link(s) on the institutional website	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

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

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<b>No File Uploaded</b>
Sample feedback sheets from the students participating in each of the initiative	<b>No File Uploaded</b>
Photographs with date and caption for each initiative	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<p><b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b></p>	
File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b></p>	
File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell</b></p>	

**Concession in tuition fees/hostel fees Group insurance  
(Health/Accident)**

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

**5.2 - Student Progression**
**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
Nil	Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

**5.2.2 - Number of student progression to higher education during the academic year**
**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).**

File Description	Documents
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Data as per Data Template	No File Uploaded
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Nil

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3.2 - Number of sports and cultural events organized at the institution during the year

Nil

File Description	Documents
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Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Nil

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students  
Involvement in the in-house curriculum development  
Organization of various activities other than class room activities  
Support to curriculum delivery  
Student mentoring  
Financial contribution  
Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

#### 5.4.3 - Number of meetings of Alumni Association held during the year

**Nil**

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

**Nil**

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## **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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

**Nil**

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded

List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Nil

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Nil

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Nil

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil

Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Nil

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Nil

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Nil

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3.4 - 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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Nil

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File

Uploaded

**6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Nil

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Nil

File Description	Documents
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Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Nil

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Nil

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded

List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each**

Nil

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded

Any other relevant information	No File Uploaded
<b>INSTITUTIONAL VALUES AND BEST PRACTICES</b>	
<b>7.1 - Institutional Values and Social Responsibilities</b>	
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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.	
Nil	
File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded
7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.	
Nil	
File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	
File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

**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**

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words**

**Nil**

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded

Income- Expenditure statement highlighting the specific components	No File Uploaded
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**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words**

Nil

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

File Description	Documents
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Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Nil

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

## 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Nil

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded