



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	KAI SOU. MALATIDEVI VASANTRAO PATIL MAHILA SHIKSHA
• Name of the Head of the institution	KHAMKAR SATWASHILA BALASO
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02332224571
• Mobile No:	8830869687
• Registered e-mail ID (Principal)	mvp.m.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

2. Institutional status	
• 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)	palkarvardhaman@gmail.com
3. Website address	https://mvpeducation.org.in/
• Web-link of the AQAR: (Previous Academic Year)	https://assessmentonline.naac.gov.in/public/index_part=1
4. Whether Academic Calendar prepared during the year?	Yes

<ul style="list-style-type: none"> if yes, whether it is uploaded in the Institutional website Web link: 	https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MzgyNjY=part=1
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5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from
Cycle 1	C	56.75	2004	04/11/2004

6. Date of Establishment of IQAC	15/06/2004
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7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT

Institution/ Department/Faculty	Scheme	Funding agency	Year of award
Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
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<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
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9. No. of IQAC meetings held during the year	04
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<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Nil
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<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
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10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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11. Significant contributions made by IQAC during the current year (maximum five bullet:

The Internal Quality Assurance Cell (IQAC) in a teacher training college ensuring and enhancing the quality of education and institutional functions. Significant contributions made by IQAC in a teacher training college include:

Quality Initiatives: IQAC spearheads various initiatives aimed at improving teaching, learning, and research within the college. This may involve the development of innovative teaching methodologies, pedagogical strategies, and curricula to enhance the educational experience for students. Institutional Accreditation: IQAC facilitates the accreditation process and ensures compliance with quality standards of accrediting bodies. It coordinates internal and external assessments, self-assessments, and prepares the college for accreditation visits, thereby ensuring continuous improvement. Faculty Development Programs: IQAC organizes various faculty development programs to enhance the professional competencies and pedagogical skills of teachers. This may include workshops, seminars, training sessions, and conferences in areas such as teaching techniques, assessment practices, use of technology, and research methodologies. Student Support Services: IQAC supports the holistic development of students by providing academic, career, and personal counseling services, orientation programs, mentorship initiatives, and extracurricular activities to enhance student engagement, well-being, and success. Research and Innovation Promotion: IQAC promotes research and innovation within the college by providing support for research projects, allocating research grants, and facilitating interdisciplinary collaborations and student involvement in research endeavors.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards the desired outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Self-Assessment and Internal Review	Conduct a comprehensive self-assessment and internal audit of academic programs, administrative processes, infrastructure, and support services. Identify strengths, weaknesses, and opportunities (SWOT analysis) to inform the development of improvement plans.
Setting Quality Objectives and Targets	Define clear and measurable quality objectives and targets aligned with the college's vision, mission, and strategic priorities. Establish performance indicators to monitor progress and evaluate quality enhancement efforts.
Curriculum Development and Revision	Review and revise the curriculum of teacher training programs to ensure relevance, currency, and alignment with regulatory requirements and educational standards. Integrate innovative teaching methods, pedagogical approaches, and technology-enhanced learning experiences to improve student engagement and learning outcomes.
Faculty Development Programs	Organize faculty development programs, workshops, seminars, and conferences to enhance the pedagogical skills, subject knowledge, and professional competencies of teachers. Provide support for research activities, scholarly publications, and collaborative projects to foster a culture of research and innovation among faculty members.
Student Support Services	Enhance student support services by providing academic guidance, mentorship programs, and extracurricular activities. Focus on holistic student development and well-being. Implement strategies to promote diversity, equity, and inclusion, and create a conducive learning environment for all students.

13. Whether the AQAR was placed before statutory body?	Nil
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- Name of the statutory body

Name of the statutory body	Date of meeting
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	10/01/2023

15. Multidisciplinary / interdisciplinary

In this institute the Multidisciplinary concept do exists in B.Ed. cu present includes unique educational approach which allows the student distinct subjects or curriculum from various disciplines. Teacher Edu particular discipline but rather is a blend of multiple knowledge con multidisciplinary approach in teacher education is a must so that the more holistic understanding of the world. Rather than looking at indi subject content in isolation, a multidisciplinary approach would inte knowledge and make teaching learning more wholesome. At present our i multidisciplinary approach while transacting both the practical and t curriculum.

16. Academic bank of credits (ABC):

Our Kai. Sou. Malatidevi Vasantrao patil Mahila institution roots fc academic bank of credit in B.Ed. curriculum and believes that it will centric education; learners' friendly teaching approach; develop inte provide opportunities to choose courses of one's own interest and lea Program is set of courses that are linked together in an academically generally ends with the award of a Certificate or Diploma or degree c knowledge attained and the total duration of study.ponds to the word universities. A course is essentially a constituent Course: A course may be conceived of as a composite of several learning topics taken f the learning topics included in a course must necessarily have academ must be a common thread linking the various components of a course. A considered together are in practice, a 'program'. Credit Point: Credi 'workload' of a learner and is an index of the number of learning hou segment of learning. These learning hours may include a variety of le reading, reflecting, discussing, attending lectures/counselling sessic preparing for examinations, etc. Credits are assigned for a single Cc attention to how many hours it would take for a learner to complete a successfully.

17. Skill development:

our institution encourages skill developments as tailoring, needle wc dye in optional papers opted by interested trainees. The internship p opportunity for the trainee teachers to develop professional attribut Various field based activities in the form of practicums and the co-c

the base of skill development. It also fosters co-operation and other necessary for teaching profession and human life as a whole

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, cul

The professional competencies of the trainee teachers are enhanced through practical knowledge of art, music and drama existing as a part of core of cocurricular activities in the B.Ed. programme offers endless opportunities for teachers to showcase their differential aptitudes. The community based programs give an array of exclusiveness to the traditions and values system.

1. Curriculum Design: Develop teacher education curricula that incorporate Indian knowledge systems alongside conventional subjects. This could include philosophy, literature, arts, sciences, and educational theories and traditions.
2. Multidisciplinary Approach: Encourage a multidisciplinary approach that draws upon insights from Indian knowledge systems such as Ayurveda, ancient texts like the Vedas, Upanishads, and epics like the Mahabharata. This approach can foster a more comprehensive understanding of education.
3. Practical Applications: Provide opportunities for pre-service and in-service teachers to engage with practical applications of Indian knowledge systems in the classroom. For example, incorporating practices from Yoga and mindfulness in class, or promoting experiential learning through storytelling and drama based on Indian epics.
4. Cultural Sensitivity: Cultivate cultural sensitivity among teachers and students with the cultural, social, and historical contexts of Indian knowledge systems. This includes understanding the diverse cultural heritage of India and the contributions of various communities and traditions.
5. Pedagogical Strategies: Explore pedagogical strategies inspired by Indian philosophies, such as the Gurukul system, which emphasizes close teacher-student relationships, learning through dialogue, and a holistic approach to education. Teachers can adapt these strategies to contemporary educational settings.
6. Inclusive Education: Promote inclusive education by incorporating Indian knowledge systems that emphasize equality, diversity, and social justice. This could involve integrating teachings from Indian philosophers and reformers who advocated for education and social reform.
7. Research and Scholarship: Encourage research and scholarship in Indian knowledge systems and their intersections with modern education. This could involve investigating the effectiveness of traditional pedagogies in diverse educational settings and the impact on student learning outcomes.
8. Professional Development: Provide ongoing professional development opportunities for teachers to deepen their understanding of Indian knowledge systems and their application in teaching practices. This could include workshops, seminars, and collaborations with experts in relevant fields.

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

1. Flexibility: OBE allows for flexibility in how learning outcomes are achieved, recognizing that students may have different learning styles and paces, and providing multiple pathways to reach the same learning objectives.

students to demonstrate their understanding in various ways.

2. **Integration of Technology:** OBE often leverages technology to enhance and facilitate assessment. This might include the use of online presentations, and digital tools for collaboration and communication.
3. **Stakeholder Involvement:** OBE encourages collaboration among teachers, employers, and other stakeholders to ensure that learning outcomes are meaningful.

20.Distance education/online education:

1. **Curriculum Development:** Design and develop online courses that align with traditional teacher training programs. Ensure that courses cover content, pedagogy, subject-specific content, and practical teaching skills.
2. **Interactive Learning Platforms:** Implement interactive learning platforms that promote engagement and collaboration among students and instructors. Utilize discussion forums, chat rooms, video conferencing, and virtual classroom interaction and peer-to-peer learning.
3. **Multimedia Resources:** Incorporate multimedia resources such as videos, simulations, and interactive exercises to enhance learning experiences. Utilize digital libraries, educational videos, and online databases to support learning and research.
4. **Flexible Scheduling:** Offer flexible scheduling options that accommodate learners who may have family or work responsibilities. Provide asynchronous opportunities, allowing students to access course materials and participate at their convenience.
5. **Practicum and Field Experience:** Develop innovative approaches for field experience components of teacher training programs in virtual environments. Explore virtual classroom observation tools, simulated teaching experiences, and mentoring programs.
6. **Support Services:** Provide comprehensive support services for online learners, including academic advising, technical support, counseling, and access to career centers. Ensure that students have access to resources and assistance throughout their online learning journey.
7. **Faculty Training:** Offer professional development and training opportunities for faculty members to enhance their skills in online teaching and instructional design. Provide resources to help faculty create engaging, interactive, and effective learning experiences.
8. **Assessment and Feedback:** Implement online assessment methods such as quizzes, assignments, and projects to evaluate students' understanding and application of knowledge. Provide timely feedback and support to help students track their progress and improve their performance.
9. **Quality Assurance:** Establish quality assurance mechanisms to ensure the effectiveness of online courses and programs. Conduct regular reviews, assessments, and instructional practices to maintain high standards and ensure meaningful learning outcomes.

10. **Community Building: Foster a sense of community and belonging and virtual orientation sessions, online student clubs and organizational groups. Encourage collaboration, networking, and peer support and learning environments.**

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	50
File Description	Documents
Data Template	No File Uploaded
2.2 Number of seats sanctioned during the year	50
File Description	Documents
Data Template	No File Uploaded
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	34
File Description	Documents
Data Template	No File Uploaded
2.4 Number of outgoing / final year students during the year:	50
File Description	Documents
Data Template	No File Uploaded
2.5 Number of graduating students during the year	50
File Description	Documents
Data Template	No File Uploaded
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	No File Uploaded
2.Institution	

4.1	3
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	15
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	4
Number of full-time teachers during the year:	
File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded
5.2	7
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
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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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

Nil

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

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

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

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

Nil

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

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

50

2.1.1.1 - Number of students enrolled during the year

50

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

34

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

34

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

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

0

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

0

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.

1.Pre-assessment Stage: Before students enter the professional education program, a pre-assessment is conducted to gather essential information about their educational backgrounds, prior knowledge, skills, and abilities. This may include reviewing transcripts, conducting interviews, or administering pre-tests. The aim is to identify any gaps in their foundational knowledge and assess their overall readiness for the program. 2.Diagnostic Assessments: Diagnostic assessments are utilized to pinpoint specific areas of strength and weakness in each student's learning profile. These assessments may cover different subjects, cognitive abilities, and learning styles. By analysing the results, educators can tailor their teaching approaches to address individual learning needs effectively. 3.Learning Style Assessments: Understanding the diverse learning styles of students is crucial for effective teaching. Some students learn better through visual aids, while others prefer auditory or kinaesthetic approaches. By identifying these preferences early on, educators can adapt their teaching methods to accommodate various learning styles, enhancing the overall learning experience. 4

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

All of the above

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

All of the above

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

1 : 16

2.2.4.1 - Number of mentors in the Institution

4

File Description	Documents
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.

In modern education, the one-size-fits-all approach to teaching has been replaced by a more dynamic and student-centric model that acknowledges the diverse learning styles and preferences of students. The multiple mode approach to teaching-learning encompasses a range of methodologies and techniques, each tailored to suit different courses and programs, fostering an enriched and effective learning experience. Let's explore some of these varied modes of learning and their rationales: 1. Experiential Learning: Rationale: Experiential learning involves direct hands-on experience, allowing students to actively engage with the subject matter, thereby enhancing their understanding and retention. 1. Participative Learning: Rationale: Participative learning encourages active involvement of students in the learning process. Through discussions, debates, and group activities, students develop their communication and interpersonal skills, as well as gain diverse perspectives on the topics. This mode is suitable for subjects like B.Ed. Curriculum, where diverse viewpoints and open dialogue are essential for comprehensive learning. 1. Problem-Solving Methodologies: Rationale: Problem-solving methodologies focus on equipping students with analytical and critical thinking skills to tackle real-world challenges. By presenting practical problems related to the subject matter, students learn to apply theoretical concepts to devise effective solutions.

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

4

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

50

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

Five/Six of the above

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

In our institution, continual mentoring plays a crucial role in developing professional attributes in students, fostering their personal growth and ensuring their success in both academic and real-world settings. The nature of mentoring efforts encompasses various aspects, each aimed at shaping well-rounded individuals equipped with essential skills and values. Working in Teams: Mentoring in team collaboration revolves around instilling effective communication, conflict resolution, and leadership skills. Students are encouraged to participate in group projects and assignments, where they learn to leverage their strengths, appreciate diverse perspectives, and collaborate for achieving common goals. Mentors provide guidance on active listening, empathy, and fostering a supportive team environment, emphasizing the importance of shared responsibility and mutual accountability.

Dealing with Student Diversity: Our institution values diversity and inclusivity, and mentoring efforts focus on nurturing a respectful and tolerant culture. Mentors promote understanding and appreciation of diverse backgrounds, experiences, and perspectives. They engage students in discussions and workshops that explore various cultures, beliefs, and traditions, fostering a sense of belonging and acceptance.

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

<p>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</p>	<p>Five/Six of the above</p>
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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

Students-teachers are acquiring many skills while taking knowledge of the BEd course. It develops various skills like creativity, innovation, intellectual and life skills. In addition to the curriculum in the BEd course, students are taught such skills through new activities. Practical and actual experience gets an important place. Our college tries to inculcate various skills in students through such programs. The experience of teacher-trainer class teaches them many things. Schools, classes, students, teachers, principal all help in acquiring new skills. After visiting the educational places, the experience gained there, the curiosity to learn new things, the various personal information received in various workshops, the students started to get new information and become aware of their responsibility or liability as a citizen in the society. This helps in the continuous

development of personality and creative ability in the teacher-trainers. Creativity: This includes various programs organized at the college level. This helps to develop creativity skills in BEd trainees. Semester Part 1 consists of workshops on making various educational tools by the students prior to classroom teaching prior to the Abhirup Teaching Workshop. It helps children to learn something new.

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)

All of the above

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

Ten/All of the above

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
<p>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</p>	All of the above
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
<p>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</p>	All of the above
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

All of the above

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

All of the above

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	All of the above
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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

The institution takes a systematic and thorough approach to organizing its internship programme, ensuring that all necessary preparatory efforts are in place for a successful and enriching experience. Here's a breakdown of how the institution handles each aspect: 1. Selection/Identification of Schools for Internship: The institution follows a participative approach in selecting schools for the internship programme. It collaborates with nearby schools and educational institutions, involving them in the decision-making process. Schools are invited to express their interest in participating in the programme, and their alignment with the internship's objectives and learning outcomes is considered. The institution also looks for diversity in school settings, including public and private schools, rural and urban schools, and different educational philosophies, to offer students a well-rounded experience. 2. Orientation to Students Going for Internship: The institution places significant importance on preparing the students before they embark on their internships. It organizes comprehensive orientation sessions for the students, where they are briefed about the internship's purpose, learning objectives, and expected outcomes. Students are provided with guidelines on professional behaviour, ethical considerations, and cultural sensitivity to ensure they represent the institution positively during their placements. Additionally, students receive practical

information about their host schools, such as the school's background, demographics, and any specific rules or regulations they need to be aware of

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

50

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

Nine/All of the above

File Description	Documents
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.

Effective monitoring mechanisms are essential to ensure the optimal impact of an internship programme in schools. Such

monitoring ensures that the interns receive the necessary support, guidance, and feedback during their placement, and that their learning experiences are meaningful and aligned with their professional development goals. Below are the monitoring mechanisms adopted, focusing on the roles of teacher educators, school principals, school teachers, and peers: **Teacher Educators:** Teacher educators play a crucial role in overseeing the internship programme. They work closely with the interns and act as mentors and supervisors. To ensure optimal impact, they: **Preparation:** Prior to the internship, teacher educators orient the interns about the programme's objectives, expectations, and evaluation criteria. This ensures that interns are aware of what is expected from them during their placement. **Regular Check-ins:** Throughout the internship, teacher educators conduct regular check-ins with the interns. These meetings provide opportunities for interns to discuss their experiences, challenges, and progress. **Feedback is given to address any issues and enhance their professional growth.** **Observations and Feedback:** Teacher educators conduct classroom observations to assess interns' teaching practices and interactions with students. They provide constructive feedback to help interns refine their teaching skills and pedagogical approaches.

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)

All of the above

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

Five of the above

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

4

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

02

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

16

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

64

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

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

In-house discussions play a crucial role in creating a collaborative and supportive learning environment within educational institutions. Teachers often participate in formal and informal meetings, workshops, and professional learning communities to discuss a wide range of topics related to education. These discussions may cover:

- Curriculum Updates:** Teachers exchange information about the latest curriculum changes and reforms. They discuss new subject frameworks, learning outcomes, and teaching resources to ensure their instructional strategies align with the updated curriculum.
- Teaching Methodologies:** Teachers share effective teaching methodologies and innovative approaches they have successfully implemented in their classrooms. They discuss the outcomes of these methods and brainstorm ways to adapt them to different subjects and student populations.
- Assessment Techniques:** Teachers explore various assessment methods and strategies to gauge student learning effectively. They discuss formative and summative assessment approaches, analyse data, and use insights to improve their teaching practices.
- Educational Technology Integration:** With the ever-increasing role of technology in education, teachers discuss the integration of educational technology tools into their teaching. They share experiences with digital resources, online platforms, and applications that enhance student engagement and learning outcomes.

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

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

Regular Formative Assessments: Throughout the academic year, students undergo regular formative assessments in the form of quizzes, class tests, assignments, projects, and group discussions. These assessments are spread across various topics and concepts covered in the curriculum. Formative assessments help teachers identify students' strengths and weaknesses, enabling them to provide timely interventions and support to improve learning outcomes.

2.Class Participation and Discussion: Active class participation and discussions are an essential component of the CIE process. Teachers encourage students to engage in discussions, ask questions, and express their thoughts during class sessions. Class participation helps assess students' comprehension, critical thinking, and communication skills. It also fosters a positive and interactive learning environment.

3.Continuous Feedback: Teachers provide ongoing feedback to students on their academic performance. This feedback is both

verbal and written, addressing areas where students excel and areas that need improvement. Regular feedback helps students understand their progress and identify areas they need to focus on for improvement. 4. Practical and Hands-on Assessments: Depending on the nature of the subjects and courses, the institution includes practical assessments as part of the CIE. Practical assessments evaluate students' skills in performing experiments, conducting research, and applying theoretical knowledge to real-world situations.

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

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

Five of the above

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

Here's a detailed description of the mechanism and procedure for grievance redressal related to examination: 1. Establishment of Grievance Redressal Cell: The institution sets up a dedicated Grievance Redressal Cell (GRC) specifically for handling examination-related grievances. The GRC is headed by a senior faculty member known for their integrity and impartiality. The cell comprises representatives from various departments to ensure a diverse and comprehensive approach to grievance resolution. 2. Transparency and Accessibility: The institution ensures that

students and stakeholders are well aware of the existence and functioning of the GRC. Information about the GRC, including its purpose, contact details, and the procedure for filing grievances, is readily available on the institution's website and notice boards. This transparency promotes trust and encourages individuals to come forward with their concerns. 3. Timely Resolution: The GRC follows a strict timeline for addressing grievances. U

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.

1. Preparing a Detailed Academic Calendar: At the beginning of each academic year, the institution's academic committee, in consultation with faculty members and administrative staff, prepares a comprehensive academic calendar. This calendar includes the dates for the start and end of each semester, the duration of breaks, internal assessment schedules, examination dates, and submission deadlines for projects and assignments. 2. Review and Approval: The proposed academic calendar is reviewed and approved by the higher authorities of the institution, such as the Principal or the Academic Council. Any necessary revisions are made to ensure that the calendar aligns with the overall academic goals and complies with the guidelines set by the university or educational board. 3. Communication and Dissemination: Once the academic calendar is finalized, it is communicated to all stakeholders, including students, faculty members, non-teaching staff, and parents or guardians. The calendar is made accessible through the institution's website, notice boards, and email notifications. This ensures that everyone involved is aware of the important dates and can plan their activities accordingly.

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.

2. Mapping PLOs to CLOs: The institution maps each PLO to specific CLOs across different courses. This process involves identifying which specific courses and learning experiences contribute to the

achievement of each PLO. The mapping ensures that the content, activities, and assessments within each course directly address the intended learning outcomes. 3. Faculty Development: The institution invests in continuous faculty development programs to empower educators with the necessary knowledge and skills to align their teaching practices with the stated PLOs and CLOs. Workshops, seminars, and training sessions are conducted to equip faculty members with instructional strategies that promote active learning and meaningful engagement with the learning outcomes.

4. Pedagogical Strategies: Faculty members employ a range of pedagogical strategies to ensure alignment with the intended learning outcomes. These strategies may include active learning techniques, problem-based learning, group discussions, case studies, and real-world projects. The focus is on creating a dynamic and learner-centred environment that supports the achievement of PLOs and CLOs. 5. Authentic Assessments: The institution designs assessment methods that authentically evaluate students' achievement of CLOs and, by extension, PLOs. These assessments are aligned with the content and objectives of the courses, providing students with opportunities to demonstrate their knowledge, skills, and competencies in relevant contexts.

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

2.7.2 - Pass percentage of Students during the year

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

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

1. Assessment of Professional Attributes: Professional Skills Evaluation: In addition to cognitive attributes, the institution also evaluates students' professional attributes, such as communication skills, teamwork, problem-solving, and ethical conduct. These attributes are often assessed through project evaluations, presentations, practical assessments, and peer reviews. Rubrics and Qualitative Feedback: To provide a comprehensive evaluation of professional attributes, rubrics and qualitative feedback are often used. Rubrics define the criteria for assessing specific professional skills and behaviours, while

qualitative feedback offers personalized insights into students' strengths and areas for improvement. Co-curricular and Extra-curricular Activities: The institution recognizes the significance of co-curricular and extra-curricular activities in developing professional attributes. Participation and achievements in activities like internships, community service, leadership roles, and workshops are recorded on the transcript as evidence of a well-rounded educational experience. 2. Personal Attributes and Soft Skills: Personal Development: The institution acknowledges the importance of nurturing personal attributes and soft skills in students. These attributes include self-motivation, adaptability, resilience, and emotional intelligence. Assessment of personal attributes may involve self-assessment surveys, reflective journals, and feedback from mentors or counsellors.

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

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

45

File Description	Documents
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.

The performance of students on various assessment tasks is a crucial indicator of how well their initially identified learning needs have been catered to during the teaching-learning process. Effective assessment tasks should align with the identified learning needs and measure students' progress in acquiring the intended knowledge, skills, and competencies. Here are some examples of how the assessment tasks and student performance can reflect their learning needs: 1. Identifying Learning Needs Related to B.Ed subject : Improvement in understanding mathematical concepts and problem-solving skills. Assessment Task: A math quiz that includes questions covering various mathematical concepts and problem-solving scenarios. Student Performance:

Students who have shown improvement in their understanding of mathematical concepts and problem-solving skills demonstrate this in their quiz scores. They may achieve higher scores, answer questions correctly, and apply appropriate problem-solving strategies. 2. Identifying Learning Needs in Language Skills Learning Need: Enhancing communication and language proficiency, particularly in writing. Assessment Task: An essay writing assignment that requires students to express their thoughts and ideas coherently in a structured format. Student Performance: Students who have improved their language skills show better essay writing with improved grammar,

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

87.30

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

0

File Description	Documents
Data as per Data Template	View File
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)

0

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	View File
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

03

File Description	Documents
Data as per Data Template	View File

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

00

File Description	Documents
Data as per Data Template	View File
• 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

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

6

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

50

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

50

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

50

File Description	Documents
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.

An outreach program in learning institute aims to help, uplift, and support those who are deprived of few services and rights. It involves giving teaching as well as learning, social planning, health and hygiene support for their welfare. Any program must be organized to use resources and aid to fulfill a goal. Successful community outreach programs must plan projects to be carried out. The leaders take charge of promoting, searching for donors and volunteers and recording details about the outreach. Planning programs for the community service can help the B.Ed students to help to solve a greater need of social issues. Although main purpose is to help achieve a goal for the greater good. This is done by choosing a specific group or community place, analyzing their needs on various issues and then building a program to help them in learning, recovering or becoming self-sufficient as far as possible. In this context, college conducted different activities like yoga, talks by Doctor for students regarding health issues, women's Day calibration, talk on financial issues,

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

0

File Description	Documents
Data as per Data Template	View File
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

0

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

0

File Description	Documents
Data as per Data Template	View File
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

0

File Description	Documents
Data as per Data Template	View File
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

None of the above

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

The institution has adequacy of facilities for teaching and learning. Adequate physical and technological infrastructure, learning resources and access to modern technological tools are essential for effective teaching and learning. The institutions should primitize the development and maintenance of these facilities to ensure that all students have access to quality education. The institutions to promote equal opportunities for all students. The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions. Aspects related to facilities for effective teaching and learning:

- 1. Classrooms: Adequate Space:** Ensure classrooms are spacious enough to accommodate the number of students and allow for easy movement. **Comfortable Seating:** Provide comfortable and ergonomic seating arrangements conducive to long periods of learning. **Technology Integration:** Equip classrooms with audio-visual aids, projectors, and other technological tools to enhance the learning experience.
- 2. Laboratories: Well-Equipped:** Ensure laboratories are well-equipped with modern tools and instruments relevant to the subjects being taught. **Safety Measures:** Implement safety measures and protocols for laboratory activities.
- 3. Library: Diverse Collection:** Maintain a diverse and up-to-date collection of books, journals, and digital resources. **Quiet Study Areas:** Provide quiet study areas for individual and group study sessions.

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

11

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)

0.4

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

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.

The college has not yet adopted the automation system of library for using integrated library management system or any other software. However, the college administration needs the manpower expertise in the required ILMS system and the hardware for the same purpose. Principal of the college has already taken a review of the plan regarding library automation . It has been found that in such automation process, the function that may be automated and any or all of the following acquisition cataloging , member management , circulation, serials control, entry library lending and acces to online public acces catalogue . The principal of the college has appointed a committee to develop a college library system. It is a future project that manages and stores books information electronically according to the need of the students. The systems help both students and the librarian to keep a constant track of all the books available in the library. It allows both the admin and the students to search for the desired books .

File Description	Documents
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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

This college does not have remote access in the library. The remote access in library means the students and the teachers can access the library content anytime and from anywhere . There are many ways to enable remote access for your users, and many institution already have such mechanism in place i.e. proxy, VPN, Federal access etc.

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

Two of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.1

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
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4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

44

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

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

Two of the above

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

As per the B.Ed. syllabus the students and the faculty members use the ICT facilities in the computer hall where these facilities are provided to them. They use their cell phone, Internet, Google, and the social medialike Whatapp, Instagram, Facebook. Twitter etc.especially to obtain the required information in their students and research. They also used the PPT and OHP for making the presentation in their respective subjects.

File Description	Documents
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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

1 : 5

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:

D. 50 MBPS - 250MBPS

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

One of the above

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)

0.02

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

Science Laboratory :- All B.Ed students of science and mathematics teaching methods use a variety of materials according to the attendancenumbers for practice lessons as well as internships in the form of micro- teaching action lessons for teaching

Psychological laboratory :- All the students of B. Ed. are given discipline according to the attendance number for the psychology experiment in the subject of educational psychology . **Library :-** Books are exchanged daily in the college library by filling up the book registered . Students are given books of various languages, subject Methodology and magazines . The books are given to the students for extra reading. There is a separate reading room in the library . There is a well equipped library.

Classroom :- B.Ed class is held at 11.20 a.m. in the morning . All the B. Ed students , principal and all professors are present . Prayer , national anthem , news , moral stories are taken . **Sport complex :-** Indoor and outdoor games are played in the B .Ed. college in which cricket , volley ball , foot ball, kabaddi , kho-kho, highjump , carom , chess etc are included . Students are given sports equipment according to attendance number of groups

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

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

All of the above

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	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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. Any 3 of the above

File Description	Documents
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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>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 Concession in tuition fees/hostel fees Group insurance (Health/Accident)</p>	<p>Four of the above</p>
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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
50	50

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
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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).

11

File Description	Documents
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)

0

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

The college constituted "Students Council" for every academic year. The selection of the student as members of the student's council is as per the provisions of the sections 40 (2) (b) of the „Maharashtra University Act 1994? and Maharashtra Public University Act 2016. At least two meetings of the students? council were organized every year. The composition of "Students? council" is as follows: Principal Chairman of the Student Council A faculty nominated by the principal Member The Director of sports and physical education Member One Student with academic merit at the examination held in the preceding year and engaged in full-time study in the college, nominated by the Principal Member One student showing outstanding performance in each activity of Sports, NSS, NCC and Cultural Activities, nominated by the Principal Member Two female students nominated by the Principal (SC/ ST/ NT/ DTNT/ OBC) . Member the student members of the

council elect a Secretary of the respective council. The activities and functions of the students' Council Monitors various academic and socio-cultural events in the college. · Maintain overall discipline in the campus. · Facilitator between the students and college

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

5

File Description	Documents
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

This institution has long tradition of the service to mankind by imparting knowledge and skills. The Proficient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalyst, Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration. Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni.

File Description	Documents
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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

Three/Four of the above

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

04

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

This institution has long tradition of the service to mankind by imparting knowledge and skills. The Profocient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalist, Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration.

Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni. The Alumni Associations helps in many ways viz, selection of experts, infrastructural renovation, Organizing various programmes, Teacher's feedback by regular students.

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.

The B.Ed. Program has such courses which make them independent and confident for Audit course like Understanding of ICT prepare them for upcoming advance education system, also various functions and activities provide opportunities to students to check their talent and enhance it. appropriate guidance and encouragement is given by Teachers, this process is continuous and ongoing which help us to keep vision in focus. We train intellectually well developed teachers focusing on the vision of this college. Objective regarding the vision and mission for the period This two year B.Ed program has Semester -I including Childhood And growing up ,Contemporary India & Education ,Understanding the self theory papers and one EPC-1 Reading and reflecting on texts. The practicum containing Diagnostisc and Enriching the teaching skills ,Lesson Planning workshop & Demonstration lesson, Simulated aids workshop, School Engagement and visit to innovative centres of pedagogy and learning ,In the syllabus Internal Examination and viva for first semester goal satisfaction. As ours is teachers training Programme the entire programme is based on participatory mechanism.

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

Our womens college has many tools and practices illustrated in these experiences have been designed to respond to the obstacles mentioned earlier, that women face. Often, these practices are drawn from other similar experiences, but in the process of contextualizing and adapting them they are innovated in important ways, introducing new methods, ideas or approaches. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes and redesigning of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement. Functioning debates happen on inclusion of new areas takes decisions regarding revision of curriculum and suggests new projects. Gives suggestions to revise and add subunits and enhance practical activities and review examination patterns. The Institutional administration is participatory and decentralised.

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.

For practicum part also faculty members observe students lessons, make other students to observe each other's lessons, and every day there is discussions about lacunas, or drawbacks, in lessons. The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement are in place. Provision for re-evaluation of answer scripts at the semester end examinations is available. In the beginning of year academic workload is distributed among all the faculty members equally, again it is open and transparent, changes can be made on demand of faculty members. Every task, activity has its own objectives and are checked at the end of it. Assignments, Essay papers, Class test

papers are shown to the students and, reasoning for getting less marks is explained or discussed in the class also guidance for betterment is also given.

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

Our focus is on holistic development of students through enhanced teaching learning process. For smooth functioning and achievement of those objectives we have detailed year plan which shows our strategy towards effective execution of teaching learning process. In this we have to manage two batches with different activities.. We have to balance them for effective output. When Second Year students go for Internships First Year students have lectures in the college ,as we have only 5 faculty members they have to rush to school as well as college daily. We try to find out some via media and balance both batches. There are some important days to be celebrated together we organize them carefully. Planning communication, and coordination all management activities are utmost important and done cautiously. For effective execution of lessons during internships we conduct many workshops like, lesson Planning workshop, Constrictivism , Teaching Aid workshop, Demonstration Lessons, Simulation workshop , Microteaching workshop, Drama and Arts, Health and Physical nEducation Workshop, Action research workshop, Models of teaching, Work experience are followed by group work for better understanding. The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations. The staff of the college is governed on the principles of participation and transparencies

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.

e The College Development Committee. College Development Committee is the policy making body which monitors the entire academic and administrative functioning of the college on behalf of Governing body. It is also a grievance redressal body. The issues related to functions of various bodies, service rules, procedures, recruitment, promotional policies, etc. are deliberated through CDC as per Maharashtra University Act 2016 and directions of the State Government. The College Development Committee (CDC) also works as a Grievance Redresal Cell as and when necessary. As per provisions of Maharashtra University Act 2016, the college constituted CDC Grievance redresal mechanism: College has separate redressal committee. Issues related to rules ,Procedures ,or even behavioral ,examination related matters are taken care by this committee discussed and solved. The College has Internal Complaint Committee as per State Government directions we have this committee. Generally, in our training institute we rarely have any complaints but we have those committees and we tell students about its functioning and significance. Women Development Committee is very active in our college.We organise programmes,lectures through this cell also we celebrate Women's Day.

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

All of the above

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.

There are many academic and administrative bodies, committees functioning in our institution. Some Administrative committee are named as Internal Quality Assurance Cell (IQAC) , College

Development Committee (CDC),Grievance Redressal cell, Women Development cell, Anti Ragging Committee, BC Cell , Health and Hygiene committee, Writing off Committee etc all these committees have at least one meeting in a year. Along with these,there are few academic committee like Student Council ,Planning isdone Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, hence it becomes easy to communicate each other and implement decisions successfully.Every three years, the syllabus of both programs is revisited to align with contemporary changes and announced through state/ central directives or in the public domain. Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staff collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards.

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

The institution invites experts from different fields to conduct workshops, guest lectures, seminars,symposiums and conferences. Extension lectures on research methodology and in house elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC . Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility.Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by thecollege.The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers.Staff are provided with separate cupboards andwashrooms.The staff are allowed and assigned to attend honorary paid duties like judging competitions,external examiners, resource persons, educational consultants and trainers. Provision of medical and maternity leave is in place.Staff is granted sabbatical leave to pursue higher education or research work.Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college. Teachers' day is celebrated to boost the professional morale of teachers.

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

0

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.

0

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

0

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
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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.

The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal. Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research

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

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year. All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditor and treasurer and corrective actions taken.

File Description	Documents
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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)

0

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.

The College offers B. Ed programmes. The B.Ed course is run with funds from student tuition fee. Salaries are paid from tuition fee of funds; Actively soliciting pledges; Following up on pledges to obtain funds; Depositing these funds, and Recording the transactions along with restrictions on their use.

File Description	Documents
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

The IQAC cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box . Its major activities

include Institutionalisation of number of quality assurance strategies was planned and executed by the college IQAC in the assessment period. They include automation of systems, inculcation of research culture among students, women empowerment activities. In teacher education institutes like ours, which speak about ethics values and skills we also try to inculcate those things among students. Ours is very small unit running only one course, having maximum hundred students at a time still our IQAC functions significantly for institutionalizing the quality assurance strategies and processes. Here again Internship department communicates schools, take their permission, form groups of students, while doing this department coordinates their pedagogical subject, school timings and work place and homes of the students. To bring in uniformity in the working of Internships in different school time to time meetings of students. Notices are issued. Letters explaining kind of work undertaken during internship are given to school authorities and also communicated through personal meeting with Head Master of the school.

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.

Being Teachers training college all faculty members are aware of various methods of teaching their pedagogical subjects to diversify the teaching methodologies used by the teachers in their day to day teaching practices. The most commonly used methods are projects, internship, field visit and ICT based teaching including LMS like Google Classroom . The teachers maintain their diaries that are periodically checked by respective vice-principals. It helps in monitoring the quality and progress of the teaching-learning process Semester end review of syllabus completion report by each teacher is taken through staff meeting which is another mechanism of monitoring the teaching learning process. IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance Example 1: Evaluation of teacher Educators by other faculty members and students. This happens only once a year but very systematically carried out during demonstration lessons.

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

5

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

All of the above

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

To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment,

infrastructure and more. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc. Probing into Philosophical and Sociological aspects in all methodologies.

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

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 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.

. In Our College We Use Tube Light LED Bulb. Whenever Lights Are Needed We Use Light When College Time Is Over We Switched All The Buttons Of Lights. We have anti sexual harassment and grievance handling committee which ensures absence of any kind of dissatisfaction among stakeholders and promote equality in all spheres. This very motive of the institute is supported by the required infrastructure like counseling and common rooms etc. The institute practices various methodologies to give excellent management education through experiential learning, effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, immersion programs. Our priority is to believe in making a student fathom the granularities of the corporate world. With a distinctive vision of imparting "Value Based Education" and creating future corporate leaders.

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.

Signboards for water conservation have been placed near the water taps to sensitize students to adopt conservation practices. - Maintenance is done regularly to detect and stop water wastage. - The non-hazardous waste in laboratories is drained after reasonable dilution. Compliance with Regulations: The College ensures compliance with all waste management regulations and keeps a vigilant eye on potential changes in legislation to adapt proactively. * Minimization at Source: Mahila Shikshanshastra Mahavidyaly encourages its college community to minimize waste at the source. This includes adopting practices to reduce waste

generation and increase reuse and recycling efforts. * **Defined Roles:** Clear roles and responsibilities are assigned to various stakeholders, including the Waste Management Committee, Coordinator, support staff, department heads, and the college community. Each role is crucial for effective waste management. * **Environmental Awareness:** The College actively promotes environmental awareness among its students, staff, and faculty. This education encourages waste minimization, reuse, and recycling as part of daily practices. * **Recycling Expansion:** The College is committed to expanding its recycling initiatives on campus. This includes transforming waste into valuable resources whenever possible.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above
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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	One of the above
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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

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 plant**

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

Two of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.001

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
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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

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the college within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real worksituation among the students is another feature. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand. Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized. The internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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

<p>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</p>	<p>B. Any 3 of the above</p>
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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

The practice Students teacher are to be actively engaged in teaching at two level namely upper primary and secondary for each students teacher, internship should be conducted preferably in one school for the entire fifteen weeks. They should provide opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in school is to be done for a minimum duration of initial phase of one week for observing a regular classroom with a regular teacher and also include peers observation, teacher's observation and observation of intern lesson by faculty. During the internship a student teacher shall work as a regular teacher and participate in all the school activities before teaching in a classroom the student teacher's will observe the school and its classroom for a week to understand the schools it's philosophy and aims of organization and management.

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

Developing the employable skills of the students Contribution from education is always leading to the effective growth and development off individual in many ways Our institute try to develop teamwork skill, problems solving skills, leadership, using technology in teaching and learning process by conducting various activities and program. i.e. field work workshop, internship program, IT lesson planning workshop etc. Resource person and also faculty members provides career guidance to students. 2) Developing the cultural heritage of the students Culture is

basically the customs, beliefs and the way of living shared by particular society/community/ country. It refers to the values band norms shared by a specific group of people. Cultural influences how we see world. Haw we see the community that we live in and how we l communicate with each other, being a part of a culture influences our learning remembering. Talking and behaving. Therefore culture determines asa great extent the teaching and learning style. Various days, birth anniversaries and activities are conducted and celebrated with great enthusiasm

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