



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BHARATIYA GYANVARDHINI SABHA'S KANTILAL
KHINWASARA B.ED.COLLEGE,THERGAON ,PUNE-**

BHARTIYA GYANVARDHINI SABHAS,KANTILAL KHIWASARA
B.ED.COLLEGE,LAXMAN NAGAR THERGAON PUNE-411033
411033

<https://www.kkbedpune.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhartiya Gyanvardhini Sabhas, Kantital Khinwasara B.Ed College Thergaon Pune

Established in 2009 Bhartiya Gyanvardhini Sabhas, located in Pimpri H.K Compund Tal- Haveli Dist, Pune, Maharashtra, was founded by the visionary leader S.S Tiwari. He is Director of Punjab Chemical Company. The college was created with the objective of making education accessible to Semi urban privileged but deserving students. Currently, the Bhartiya Gyanvardhini Sabhas. Has three social activist known for his community work and represents. Bhartiya Gyanvardhini Sabhas operates both a B.Ed. College and School.

Institutional Focus and Infrastructure:

Our institution is dedicated to teacher training, emphasizing the value of education, positive attitudes, and effective teaching skills. We incorporate modern teaching techniques and trends to enhance the teaching/learning process and ensure high-quality education. We aim to instill a strong sense of commitment to both society and the teaching profession in our students.

The college boasts well-qualified and experienced staff, excellent infrastructure, and comprehensive facilities, including a seminar hall, a computer laboratory with 30 computers equipped with internet and Wi-Fi, and a spacious playground. Our intake capacity is 100 students, with current enrollment exceeding 90. We have a track record of over 90% in examination results and successful placements.

Regulatory Compliance and Affiliation:

Our college is affiliated with Savitribai Phule Pune University and has been operational since 2009. We adhere to all statutory and non-statutory regulations to ensure the smooth conduct of our routine operations, with staff qualifications meeting University and UGC norms.

Student Support and Opportunities:

We provide guidance for CET and TET examinations and regularly conduct curricular activities. Our students benefit from internship programs that offer teaching opportunities in schools and junior colleges. We strictly follow the rules and regulations of the University, UGC, and the Government of Maharashtra.

Additionally, we offer scholarships to reserved category students in accordance with government rules and maintain a zero-tolerance policy towards discrimination based on caste, religion, language, or gender. Reserved

category students and female students receive due consideration during admissions.

Vision

Vision:- Developing Creative, enthusiastic Value oriented quality teachers enlightened with social commitment and democratic Citizenship

Mission

Mission:- Creating & encouraging learning Environment of innovative Activity based and Constructivist Curricular transaction

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is located in the area of Pimpri Chinchwad. This is an industrially developed area.

The college has well qualified teaching and Administrative staff.

Our college has the best possible work culture.

The college works with the principle of education to all and imparts quality education.

The college provides good opportunity for students for internship in nearby schools. This is as per university rules.

The college has good connectivity by Road as the college is situated in the main area of Pimpri Chinchwad.

Institutional Weakness

Our college is a self finance college so raising the finance is a very challenging task.

The source of income is only collection of fees from the students.

Our limited student strength makes growth of our Institute with limited space.

Institutional Opportunity

Our college has schools in nearby areas so our students get good opportunity of learning practice.

We have opportunity to start M. Ed course in near future.

Our education institution is having scope of academic growth.

The introduction of CBCS course has made the availability of more subjects to the students.

Institutional Challenge

The important challenge is to raise finance as we have limited strength.

The medium of instruction is marathi so the study of english is challenge for our students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic and Extracurricular Procedures:

Our college, affiliated with Savitribai Phule Pune University (SPPU), adheres to the curriculum set by SPPU. At the start of each academic year, we prepare an Academic Calendar aligned with the university's calendar. This calendar is approved by the Internal Quality Assurance Cell (IQAC), then by the principal, and subsequently implemented.

The curriculum is managed through a timetable prepared by the Heads of Departments, with individual timetables assigned to faculty members. Adherence to this timetable is strictly enforced. Faculty members develop teaching plans in advance to ensure effective classroom instruction.

Curricular and Extracurricular Activities:

In addition to regular classroom teaching, we organize a variety of curricular activities. Our college celebrates significant events such as the Birth and Death anniversaries of national heroes, as well as Women's Empowerment, Gender Equity, Teacher's Day, Independence Day, Republic Day, Yoga Day, and other relevant occasions.

The Academic Calendar includes provisions for both internal and external examinations. We also conduct extension activities to support the holistic development of students, including programs on tree plantation, blood donation, and sports.

Teacher Internship Program:

We have established partnerships with nearby schools for teacher internships, in accordance with university regulations. The internship program is implemented effectively, and the college committee meets regularly to review and oversee the process.

Admissions and Centralized Procedures:

The admission process, managed centrally and governed by government regulations, commences at the start of the academic year. Reserved category students and female students receive appropriate consideration as per the rules.

Moral and Value Education:

Our curriculum emphasizes moral and value education, with program and course outcomes carefully addressed based on the syllabus. We also offer value-added courses and soft skills programs to enhance student development.

Feedback and Alumni Engagement:

Feedback from stakeholders is collected and analyzed, leading to actionable improvements. Our alumni maintain contact with faculty members, contributing to the ongoing enhancement of our academic programs.

Teaching-learning and Evaluation

Teaching, learning, and evaluation are fundamental aspects of education, involving student interaction and problem-solving methods. Our college adopts a student-centric approach to enhance understanding. We incorporate modern and scientific teaching techniques, including the use of PowerPoint presentations to explain critical concepts.

The college promotes a participative teaching and learning process, providing students with learning materials in advance. Teachers prepare detailed teaching plans, ensuring that classroom instruction aligns with these plans. Practical training is emphasized through organized sessions in schools and junior colleges.

Feedback is collected from students to identify areas for improvement, and adjustments are made accordingly. The internship program is conducted in compliance with university standards. Both internal and external university examinations are managed according to university norms, with students engaging in practice sessions before exams.

Our well-equipped library offers textbooks, reference books, and previous examination papers, supporting self-study both at home and in the reading room. Examination papers are assessed, and result analysis is provided to students, along with suggestions for improvement if needed. Internal examination papers are prepared and assessed by our faculty according to university standards.

Student admissions are conducted following government regulations and managed through the Central Admission Process, overseen by the state CET cell, and controlled by the Directorate of Higher Education (DHE) and Admission Regulatory Authority (ARA) of Maharashtra.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

Our college boasts well-designed and organized infrastructure. We occupy a spacious 10-acre campus with a built-up area of 3,010 square meters, including a large playground. The college features a spacious library and reading room that is partially automated, with plans underway for full automation. Both teachers and students have access to a comprehensive collection of library and reference books, as well as a sufficient number of journals.

The college provides ICT facilities and has a dedicated examination section. To ensure the safety of students and staff, especially female students, the entire campus is under CCTV surveillance.

We have established both statutory and informal committees for effective governance and operations. A budget is allocated and audited annually by a certified auditor. Our computer laboratory is well-equipped with necessary software, and we employ a team of qualified staff and an approved principal.

Additionally, we have access to nearby high schools for conducting internship programs. Our infrastructure and learning resources meet both university and government standards.

Student Support and Progression

Student Facilities and Support:

Our college prioritizes providing high-quality facilities for students. Located near the PCMC area at Thergaon, we benefit from excellent connectivity. The campus includes ample parking and sports facilities. We have dedicated common rooms for both girls and boys, and provide pure drinking water. Library books are readily accessible to students, and separate toilets and washrooms are available for boys and girls.

We ensure cleanliness through appointed staff and actively support student welfare activities. Our college has a strong track record of student placements, with many graduates working as teachers in both granted and non-granted institutions, while others have established their own classes and schools.

Our examination results consistently exceed 90%, and we have a vibrant student council and alumni network. We offer guidance for national-level competitive exams such as NET, SLET, TET, and CTET, and support students in pursuing higher education. Our commitment to student progression and maintaining quality is evident in our practices and outcomes.

Governance, Leadership and Management

Management and Leadership:

Our college is guided by the visionary leadership of S.S. Tiwari, who is dedicated to the institution's well-being

and quality of education. Under his guidance, the governing council meetings provide direction to the college authorities, ensuring the implementation of high standards in education. Our management adopts a participative approach, with regular interactions between the college authorities and governing body members.

The college utilizes a Management Information System (MIS) for administrative and academic data, which informs decision-making and enhances the quality of education. The office and management maintain transparency in their decision-making processes, adhering to principles of work division and efficiency.

Strategic planning is integral to both academic and administrative functions. The college has established both statutory and informal committees to address grievances and ensure smooth operations. Financial resources are managed judiciously, with funds allocated appropriately and audited annually by a certified auditor.

Governance and leadership are aligned with the college's vision and mission, ensuring that all activities and decisions support our core objectives.

Institutional Values and Best Practices

Our college is dedicated to upholding institutional values and best practices while delivering quality education. We are focused on integrating moral values and adhering to all university and government regulations. As we prepare to implement the National Education Policy (NEP) from the next academic year, we are committed to adapting to future educational needs.

We engage students in both curricular and extension activities to promote their holistic development. Value-added programs are conducted to support this goal. Our teaching-learning approach emphasizes interaction and participation, allowing students to engage actively with their educators. We prioritize student-centric methods to foster overall development and incorporate social responsibility as a core value.

Through these practices, we aim to instill social values and responsibility, preparing our students to be proactive and responsible citizens.

Research and Outreach Activities

This criterion addresses the research activities and outreach programs conducted by the college and its staff. The college is actively engaged in both research and outreach initiatives throughout the academic year.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in promoting research activities. The committee meets annually to outline research activities and outreach programs for the year.

At the institutional level, the college encourages faculty participation in seminars, workshops, and conferences to foster a research-oriented environment. We have organized state-level seminars and our faculty members regularly attend national-level events.

Our teachers are actively involved in research, The college supports and motivates faculty to engage in research activities and present their findings.

In addition to research, the college is committed to social responsibility through various extension activities.

These include blood donation camps, tree plantation drives, voter awareness programs, and women's empowerment initiatives. Such activities help instill moral values and contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATIYA GYANVARDHINI SABHA'S KANTILAL KHINWASARA B.ED.COLLEGE,THERGAON ,PUNE-
Address	Bhartiya Gyanvardhini Sabhas,Kantilal Khiwasara B.Ed.College,Laxman Nagar Thergaon Pune-411033
City	Laxman Nagar Thergaon Chinchwad Pune
State	Maharashtra
Pin	411033
Website	https://www.kkbedpune.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nirmala Dattatreya Tapkeer	020-27276785	9404725347	020-2742564 1	kkbedpune@gmail. com
IQAC / CIQA coordinator	Mrunalini Shailesh Patil	020-27273064	9011057062	020-2742564 1	rashmi.patil7@yah oo.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	120	continue

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bhartiya Gyanvardhini Sabhas, Kantilal Khiwasara B.Ed.College, Laxman Nagar Thergaon Pune-411033	Urban	2	3051.42

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, Education	24	Graduation with CET	English, Marathi	100	99

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	10	0	0	10
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	10	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	1	0	0	4
	Female	84	10	1	0	95
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	2	1
	Female	8	0	2	5
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	3	1
	Female	11	8	3	14
	Others	0	0	0	0
General	Male	2	6	7	4
	Female	79	56	56	74
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	71	74	99

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is dedicated to realizing a transformative vision that embraces a multidisciplinary educational approach. Our strategic plan emphasizes the crucial role of Teacher Education Courses as integral components of the undergraduate program, aiming to enhance the holistic development of individuals across intellectual, aesthetic, social, physical, emotional, and moral dimensions. At the core of our commitment lies the delivery of skill-based and value-based education to our students, transcending the confines of a single discipline. To cater to the diverse interests of our students, we offer a range of skill-based value-added courses, including B.Ed., for those passionate</p>
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about exploring various areas of knowledge. Moreover, we take pride in our affiliation with a university that already provides an accredited integrated teacher education program (ITEP), acknowledged by the National Council for Teacher Education (NCTE). This affiliation seamlessly aligns with our mission to offer a comprehensive and well-rounded education that extends beyond conventional boundaries. Essentially, our institution's vision reflects our unwavering dedication to fostering educational excellence and holistic growth. We are committed to preparing our students for a rapidly evolving world by providing them with the skills, knowledge, and values essential for success in any endeavor they choose to pursue.

2. Academic bank of credits (ABC):

Our college is acutely aware of the challenges students encounter when seeking duplicates of their certificates or mark sheets due to loss or damage. In response to this concern, we are proactively implementing a digital depository for academic awards. By transitioning to a digitized system for academic records, our goal is to offer a seamless and efficient solution for educational institutions, students, and employers, allowing them convenient online access for retrieval and verification. This move to a digital platform also acts as a safeguard against fraudulent practices, including certificate forgery. It's important to note that our college, affiliated with S.P.P.U, Pune, issues all certificates and degrees through our university. In adherence to government directives, our university has taken the initiative to register with the National Academic Depository (NAD) portal, ensuring the secure storage of students' academic records. This forward-thinking initiative will be particularly advantageous for students pursuing higher studies, providing a trustworthy, authentic, and easily accessible platform for accessing, retrieving, and validating their academic awards. Furthermore, our institution is dedicated to enhancing student-centricity and promoting interdisciplinary education on a national scale through the establishment of the Academic Bank of Credits (ABC). We have meticulously aligned our B.Ed. course structure with the stipulations outlined in the National Education Policy (NEP) of 2020, dividing it into two academic years with distinct credit allocations. To stay abreast of best practices,

	<p>we actively encourage our faculty members to participate in professional development programs, webinars, and workshops, fostering collaboration with external agencies for the exchange of ideas and innovative educational practices.</p>
<p>3. Skill development:</p>	<p>Our institution places a central focus on the development of diverse skills, achieved through a dynamic array of activities. We promote skill development through workshops, seminars, and social engagement, reinforcing and enriching these skills through our commitment to social responsibility. This commitment is evident in initiatives such as blood donation camps, providing food items to orphanages, and a wide range of social activities. Our co-curricular activities aim to instill a sense of social service and entrepreneurship development, aligning with global standards and meeting the expectations of employers, society, and our local community. Our exclusive Skill Development Cell orchestrates programs covering Personality Development, Eco-Friendly Products, and Smart Room Technology, reflecting a holistic approach to skill development that encompasses vocational education, soft skills, and value-based education. We offer e-modules, hands-on workshops, entrepreneurship training, and collaborative partnerships to empower our students with the highly sought-after skills and competencies in the modern job market. Soft skills development is a core aspect of our educational approach, achieved through certificate courses and innovative teaching methodologies. Our commitment to the promotion of vocational education is further augmented by modules, hands-on workshops, and entrepreneurship training. Additionally, our institution places a strong emphasis on value-based education, facilitated through a range of activities, celebrations, and an enduring commitment to environmentally friendly practices. These multifaceted activities are closely aligned with the National Education Policy (NEP) of 2020, ensuring that our students are equipped with the essential skills and knowledge required for success in a rapidly evolving world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>We utilize a bilingual teaching method in our instructional process, selecting languages like English, Hindi, and Marathi based on the specific linguistic requirements of the context.</p>

<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute initiated the effective implementation of outcome-based education in 2022. The Program Learning Outcomes (PLOs) have been carefully developed through thorough discussions and deliberations with stakeholders, aligning with the program objectives defined by the Board of Studies (BoS). These PLOs are thoughtfully mapped to harmonize with the overall Vision and Mission of the program. Similarly, the Course Learning Outcomes (CLOs) are meticulously formulated to remain consistent with the course objectives specified by the BoS. To ensure the attainment of these outcomes, comprehensive action plans have been devised, serving as a proactive framework for continuous improvement.</p>
<p>6. Distance education/online education:</p>	<p>The college is gearing up to introduce vocational courses through Open Distance Learning (ODL) mode, along with plans to incorporate MOOCs in the near future. Recently, we launched the NDLI (National Digital Library of India) club to foster research and innovation, placing a strong emphasis on enhancing the student experience. Our faculty members have adeptly utilized various technological tools, particularly during the challenges posed by the pandemic lockdown. These tools encompass Google Classroom, Zoom, Teams, Google Meet, video-based teaching and learning resources, collaborative group activities, and interactive assignments. Additionally, assessments and revisions have been conducted using these tools to elevate the overall educational experience.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. Established in the year 2023</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. BHARATIYA GYANVARDHINI SABHA'S KANTILAL KHINWASARA B.ED.COLLEGE, THERGAON has appointed a student co-ordinator faculty Co-ordinator. ELCs are functional well such as constitutional rights and voter registration of students and staff we promote to nearby areas.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Voter Registration camp for the eligible student on the campus. 2. National Voters' Day calibrate as per university circular.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>We have a plan for the next academic year. Graduate Constituency and Teachers Constituency voter awareness & registration drive will be conducted.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration drive conducted at Institute for above 18 years of age students</p>

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
198	164	139	168	196
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
96	65	65	100	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	63	64	97	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
99	99	74	71	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	10	9	9	9
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

Number of Sanctioned posts year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	12
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.15	10.50	6.50	6.80	7.50
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 01

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

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

Our college is affiliated to SPPU so we strictly follow the curriculum prepared by SPPU and adhere to it. Our staff members are actively participating in the workshops conducted by university for revision of syllabus from time to time. This provides an opportunity to our staff members to provide valid, practical inputs in the revision of the syllabus. Our college adopt certain quality enhancement activities in order to provide quality inputs to the students, also we are giving more emphasis on the practical aspects of the study.

At the commencement of the year our college staff under the supervision of the principal conduct induction program. This enables the students to get acquainted with the academic calendar of the college, the activities to be conducted during the year and the yearly time table. The detailed schedule of the college working is being provided in this induction program.

The academic committee prepare time table considering the various subjects and specialization of the staff members. The faculties are preparing the teaching plan before conducting the lectures in the class. The periodic reviews are also obtained in order to make the teaching effective.

In accordance with the changing global scenario our staff members are taking efforts to remain in touch with current scenario. Accordingly the staff members participate in the workshops and seminars relating to upgrading the curriculum. Also participations are made for other extension activities by our staff members.

The students are given opportunity to have the practical training. We have linkages with the schools and junior college nearby, our staff is making an arrangement for practical teaching practice in schools in our near areas. We are also planning to implement NEP 2020.

Our college is actively engaged in arranging the study tours, and visits to the academic establishments, the college also participate in the Wari(procession) during ashadhi ekadashi.

We are organising the workshop before actual commencement of the academic year, this provide the valuable feedback to the staff and by mutual understanding the exchange of views helps staff members for better outcome. The college also arrange the expert lectures on various curriculum related subjects. The latest knowledge is being imparted with the students.

Moral values are being inculcated by arranging extension activities such as debating competition, cultural program, soft skill program and likewise program are being organised. We are trying to inculcate the moral values in the students.

Where ever possible to explain the difficult concepts the staff members are using PPT for better understanding. ICT enabled teaching is adopted in a initial stage and more advancement is to be made in this area.

Value added courses are conducted by the college to provide students with the more practical knowledge.

The courses are designed to make students more acquainted with the prevailing trends in education. The college is trying to provide best possible academic environment. SPPU has introduced choice based credit system from the year 2020. We are trying to provide as many options in the subjects as we can.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

1.1.2

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

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

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

Response: B. Any 4 of the above

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

1.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 99.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	21	21	21	21

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	21	21	21	22

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

1.2.2

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

Response: 0.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	0

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 25.09

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

2023-24	2022-23	2021-22	2020-21	2019-20
56	57	52	52	0

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

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways

through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: C. Any 2 of the above

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

1.2.5

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

Response: 0.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum of the B. Ed program of SPPU provides opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes relating to various learning areas.

Knowledge:

It is the need of the hour to have overall knowledge of the subject. This should be reflected through curriculum. The teachers role should be relating to multidisciplinary aspects. Teacher should have a scientific approach in his teaching learning process. During entry level the students are acquainted with various aspects in educational training.

Micro teaching, use of technology, model based teaching, is adopted during internship program. The children psychology is better thought over, ICT is used properly, social values are inculcated. In second year students are taught in the areas like school management, educational guidance and counselling, and teaching methods. The university has designed four months internship program.

Skills:

The teaching requires various skills such as Emotional intelligence, critical thinking, communication skills, inter personal skills ICT and such other skills are very important. The collaboration with other institutes and class room teaching make students acquainted with all these skills. The extension activities are useful for development of various skills.

The students attendance in the classroom is properly dealt with. The students are asked to go to computer labs and library regularly. Day today performance of the students is evaluated and communicated to the students. The students are supposed to be prompt in their work submission. In lab work their performance is strictly observed. The practical teaching learning process is given more importance. The project given to the students are evaluated. This is evaluated by project review committee. The evaluation is being made as per the SPPU rules and regulations.

Values:

The value education has gathered much importance in the current era. Taking into consideration this concept the students are to learn the multidisciplinary approach.

The text is to be learned in the class and they have to answer the question on it. This makes the students acquainted with the reading habits and to analyse the text. This also helps in developing the language skills.

The Enterprnual skills are also developed in this manner. The subject course such as 'Educational Management' helps in acquiring the managerial skills.

There is seperate subject like information and communication, that helps students to acquire the knowledge of communication skills. The pedagogical approaches develop critical thinking mind amongst the students.

Attitudes:

By means of educational and social, cultural program we try to make students acqinted with attitudes in educational sector. The mentors help the students in formulating the attitudes in mind. The two years Course help student to prepare and provide good attitudes towards the students.

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

1.3.2

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

Response:

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

The classroom teaching helps in understanding the students the concepts, principles, importance and various components in the syllabus. The school system in India, the pattern of education and structure of system, organization of school working, norms relating to physical and academic standards, the maintenance of records should be known to the students and this is made known through theoretical teaching and practical work. The internship program is designed accordingly. This is especially to make students acquainted with the school management and classroom teaching. The students are allotted subjects as per their specializations.

The knowledge of school system is imparted to the students in the internship program. The students are supposed to be acquainted with the school system closely during their internship which is designed as per university syllabus. The students are to be well versed with the norms of school management both administrative and academic. This makes students knowledgeable. The assessment system existing in the school is also explained to students during internship program. The schools are to follow the evaluation policy laid down by the Board of concerned state. The interns are given good opportunity to observe and study all these norms. The students overall development is desired by the college. So the college concentrate on academic, administrative and extension activities. The study visits of the students are arranged at orphan homes, school of special education, and other like institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

Students derive professionally relevant understanding and consolidate these into professional acumen from the wide range of curricular experiences provided during teacher education program.

The college is working with the aim of holistic development of the students. We are planning to inculcate the moral social, cultural academic aspects in the students. We are promoting the value education amongst students which has great importance in education system.

Teaching learning process is being made more effective through theoretical and practical learning. practical learning is worked out through internship program. We have the linkages with the schools in the near by areas. The school management has appreciated our students performance in their teaching.

During the internship program students learn teaching methods and also relevance of the subject. We are taking efforts for attaining CO and PO desired by the university.

The students are provided with the time table in advance relating to their practical work. The interns are to prepare teaching plan in advance and are to carry teaching aids with them in the classroom.

The lesson plan is outline of teaching a particular concept. Some concept are explained through PPT for better understanding. The relative text books are referred by the interns in order to note desired contents.

The emphasis is given on participative teaching learning process. Students are encouraged to ask their doubts if any. The interns also conducts regular class test to understand the students knowledge. The interns are supposed to identify the slow learners as they can be separately taught.

The lesson plan is prepared according to the need of the subject and it's content. Some special classes are arranged with the permission of school authorities to motivate students. The interns are also expected to conduct and participate in cultural programs. This is required for overall development of the students. The feedback from students is collected and analysed. The short comings if any is communicated to interns for further improvement. The moral and ethical values are given prime importance.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 88.6

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

2.1.2

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

Response: 26

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	09	12	19	07

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

2.1.3

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

In every subject the assessment is carried out by the concerned teachers. The teaching learning methods are accordingly tailored. The intergarated approach is being followed by the teachers. The combination of traditional as well as technical methods are being adopted by the teachers to attain the desired results. Tutorials, value added courses and extra classes are being organized by the staff members.

For better understanding of the students text books and reference books are made available for the students. The college also suggest the internet and weblink for additional reading of their respective subjects. The classroom explanation is being made in local marathi language and English. This is to reach to the students understanding levels. Personal guidance is being provided to the students through discissions. The regular assessment is being carried out of the assignments and project work.

The group discussion and presentations are periodically carried out by the staff. It is essential to generate the group spirit and developing the work culture.

The cultural program and extension activities are regularly conducted to attain the holistic development of the students. The students are motivated to participate in extra curricular activities. The students are guided for their civic rights and responsibilities.

The college library is having sufficient number of books and our college library is partially automated. Skill development program and value added courses are conducted for over all development of the students.

The college is running on self finance pattern, and the fees are collected in instalments also. This helps the needy and deserving students.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

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

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 33

2.2.4.1 Number of mentors in the Institution

Response: 6

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The main objective of the Education college is to create best teachers to the society. Accordingly the college is engaged in overall development of the students. The college adopts student centric methods to attain the desired goal, and to make students aware about present academic scenario. Participative and interactive methods are adopted by the college teachers to get the desired results.

As a part of the academic fulfillment the students are made available the opportunity of internship program. This provide them the practical training and also makes possible the interaction with student community. The period of internship is decided by the university in the curriculum. The internship program provides the learning of school environment, students psychology, examination pattern, vision decision making, delivery of the lecture also it helps in getting acquaintance with the policies of the school and their rules and regulations. The internship program is carried out in the Maharashtra Government recognized schools.

The college gives importance to the participative learning concepts. The tools are so designed that the participative learning process is promoted. Field Visits, expert lectures, group activities, seminars are organised periodically.

The college has entered into MOU 's with some education institutions. This is especially in the area of communication skill enhancement and soft skills, the education institutions provide opportunities for guest lectures of the experts. The college has understanding with near by school for internship program. The schools are giving opportunity to our students for practical aspects in teaching. We are sending the students as intern in these schools. The consent letter is obtained from these schools and as per their schedule the students are engaged in the teaching work. The performance of the students is evaluated by the peer committee. And the said performance is being communicated to students.

The college has various statutory and non statutory committees to have smooth functionig. This is especially to coordinate between teachers and students. The students are also engaged in school trips and visits to learn the practical aspects. For the holistic development of the students the value added courses are introduced by the college. The students are to possess the moral and social values of educational aspects. We are using PPT and E-resources are used by the teachers to explain the concept properly. We are following traditional as well as modern concepts in teaching learning methods.

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

2.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link of LMS

[View Document](#)

2.3.3

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

Response: 0

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

Response: 00

File Description

Document

Programme wise list of students using ICT support

[View Document](#)

Landing page of the Gateway to the LMS used

[View Document](#)

Documentary evidence in support of the claim

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Any additional Links

[View Document](#)

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

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

Teaching and learning is a continuous process. This is very useful concept. For making effective teaching, teachers are motivated to use modern methods along with traditional methods. In order to have professional approach the proper system is derived by our college and is being implemented. The participative teaching learning process is promoted for good academic results. The students are encouraged to participate in extension activities and community development program for their holistic development.

The important objective is the quality teaching to attain the desired goal. The diversity in social, cultural and other aspects is protected and respected by the college. We follow zero tolerance in the areas of discrimination on any ground such as religion, caste, language, and economical aspects. This diversity fabric is protected by our college in our programs. The expert lectures are arranged on the subjects like communication skill, soft skill and personality development. We celebrate important days in the year to promote nationalism and concept of unity is strength. All programs of university are conducted by our college as per university notifications from time to time. These programs include Yoga day, women empowerment program, Independence day, Republic Day and like wise.

The faculties are engaged in monitoring the group of students. The various issues relating to students such as academic performance, discipline, compliance of academic work, and such issues are considered when interaction with the student is followed. The academic issues are this resolved.

The student grievances are also resolved through the grievances committee, however no serious grievances has yet been reported to our authorities.

The interaction with parents is periodically carried out. Also interaction with students is being regular part of our academic work. The statutory and other committees function for the smooth working of the college.

The students in our college come from rural and urban background and also from various parts of the state. We follow the non discrimination policy on the ground of caste, language, religion, gender and financial aspect. Because of the students hard work and the college policies our students are better placed.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

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

The college is working to impart the knowledge relating to academic and also the general behavioural knowledge, accordingly we have mentor mentee committee to resolve students issues as and when they arise. We not only discuss students problem but try to provide them the solution. We are committed to quality education and to generate good teachers of next generation.

The teaching learning process is so designed that students can overcome their ideas and problem. We develop the creativity amongst the students. The thinking ability of the students is developed to see that they can bring the solution to their own problems. In order to provide practical teaching skill we have made the students available with internship programs. This also make possible the understanding of the students psychology. This all programs are related to school teaching. We have understanding with the schools in the nearby areas. The convenience of the students and school is properly coordinated by our college staff. The time table is designed considering the school requirements and also the interns academic needs. The school selected are recognized by the Maharashtra government and are running on self finance basis and on government financial aid. The syllabus of school classes is made available and being given to students to prepare themselves for lectures. The schools are provided with the names of student interns. The school informs about medium of instructions, subject to be taught, time table. Before actual internship program the students are guided by holding a small seminar.

The interns are teaching in class and also they are taking interest in cultural program. The regular interaction is promoted.

The committee of the teacher observe the lectures conducted by the student intern. The regular observation is carried out. The suggestions given by committee is duly incorporated. The observers are school in charge,, peer team, and teachers. They are evaluators. The remarks are given which are subject to implementation. The practical school certifies the work of intern student. The lesson note and teaching plan is prepared well in advance to have better classroom interaction. The interns carry requisite teaching aids with themselves. The participative teaching learning process is motivated. The evaluation is made on the basis of language, content, interaction, class control, subject knowledge, and the way of Delivering

lecture the evaluation is made. Thus as per university norms internship program is strictly planned and executed by the college. This is to provide practical aspects of teaching.

The cultural program and extension activities are conducted regularly for holistic development of the students. The students are guided for the preparation of competitive examination and use of technology. The campus had Wi-Fi facilities available. The efforts of our students is appreciated by the schools.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: D. Any 2 or 3 of the above

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

2.4.2

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

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

Response: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

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

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

Response: E. None of the above

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

2.4.4

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

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

Response: D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: E. None of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The university has allotted 4 weeks internship program for first year of the course and 16 weeks program for second year of the course. Our college has well designed internship program. The schedule is prepared at the commencement of the year. This is in accordance with the academic calendar which is prepared before hand. The time table with the consultation of schools is prepared and subjects are allotted as per the specialization of the intern students.

The school where the internship is to be carried out is from near areas within the vicinity of the college. The convince of the students is given the preference. The consideration are distance from school, medium of instructions, subject taught, classes available, infrastructure facilities, nature of the school. The time table is accordingly prepared. The selected schools are recognized by the Government of Maharashtra and these schools are either aided or unaided. The school teachers provide the syllabus. The list of intern students is sent to the concern assigned schools. Prior to the internship program the students are guided regarding the internship by conducting small orientation.

The intern students are advised to engage classroom teaching and also actively conduct the cultural activities. The interactive session are encouraged.

These lectures are observed by the team of the committee. There is continuous observation of these lectures and concerned schools are also asked to observe and convey the observation. The suggestions given by committee is duly implemented. The peer group, school incharge and school teachers are in the committee as a member. The school certifies the lessons. The intern students are asked to prepare the lesson plan and teaching plan. The appropriate teaching aids are used for effective teaching. The interactive sessions are encouraged. The evaluation of the interns is made on the basis of subject

knowledge, language, expressions, interaction and class control. Thus the internship program is strictly prepared as per the university norms and the students are given the exposure for practical learning

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

2.4.9

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

Response: 4.57

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

Response: 21

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**

9. Administrative responsibilities- experience/exposure

10. Preparation of progress reports

Response: E. Any 1 or none of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship Program Overview

In accordance with university guidelines, the internship program is structured to facilitate hands-on learning for mentees under the mentorship of experienced educators.

Orientation

Before the internship begins, an orientation session is held to familiarize mentees with their peers and the school campuses they will be working in, ensuring a smooth transition into their roles.

First Year Activities

1. Lesson Observation and Teaching:

- Mentees observe 4 lessons from experienced teachers and conduct 2 lessons using their own pedagogical methods.

- Total assessment: 200 marks (100 marks per lesson).

2. Lesson Planning:

- Develop 4 lesson plans (2 for slow learners and 2 for gifted learners) with guidance from school teachers.

- Each plan must be approved by subject experts prior to the internship.
- Total assessment: 200 marks.

3. Co-curricular and Extracurricular Reporting:

- Write a report on observed and assisted activities, including photos, to submit after the internship.
- Total assessment: 50 marks.

4. Reflective Essay:

- Write an essay reflecting on all activities during the internship.
- Total assessment: 50 marks.

5. Conducting Lessons:

- Conduct 2 lessons aligned with their pedagogical methods.
- Total assessment: 200 marks (100 marks per lesson, evaluated by both the school subject teacher and mentor).

Second Year Activities

1. Block Teaching:

- Conduct lessons for two teaching methods, with planning and preparation supported by mentors and subject experts.
- Evaluation plans (2A, 2B, 2C) are provided for both methods.

2. Record Study:

- Analyze various records maintained by the school (financial, teacher-related, student-related, and societal).
- Assessment by mentors based on submitted files.

3. Co-curricular Activities:

- Organize and report on co-curricular and extracurricular activities, incorporating feedback from school teachers and peers.

4. Peer Observations:

- Observe 6 lessons for both teaching methods, with peer feedback assessed by mentors.

5. Additional Activities:

- Observe Parent-Teacher Association meetings and prepare reports on these experiences.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools

- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 7.75

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

Response: 62

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The staff members of our college is motivated to participate in seminars, conferences and workshops from time to time. Faculty development program is also attended by our staff. The iqac promote such participation. The meetings of IQAC are periodically conducted.

The principal of thr college is phd and academic issues are discussed by our staff members regularly. The staff members are motivated to write text and reference books. The college provide duty leave with pay to attend seminars, conferences and workshops.

The extension activities are conducted from time to time. We have conducted programs on women empowerment, social values, tree plantation, gender equality and such issues.

The reading room facility is being provided to the students so that they can refer the books of their study. The college also provide the internet and Wi-Fi facility to the students in the college library. The staff works on the committees like examination and co curricular activities. The staff is also trying to complete phd and NET examinations. Most of our faculties are NET qualified. We are trying to be in the line with the president educational scenario.

The internal assessment process is as per university norms and transparent. The evaluation of students is displayed on the notice board. The query raised by students is resolved by the examination department. The students are given suggestions for improvement if any.

The record of the evaluation of the students is maintain strictly as per university norms. This is in the form of register maintain by the examination department. The internal examination is conducted as per university schedule and academic calendar. The active participation of the students in various college academic and extension activities are considered in evaluation. The remedial classes for the students is arranged for week students. So we have good examination process and evaluation is transparent.

We are committed to excellence in education.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The B.Ed. course offered by Kantilal Khinwasara B.Ed. College, under Savitribai Phule Pune University (SPPU), is a full-time, two-year program that incorporates a range of activities and programs aimed at holistic development. The college conducts continuous and comprehensive evaluation (CIE) throughout the course, ensuring students are assessed through various methods.

In the first year, students are evaluated through demonstrations, seminars, projects, assignments, presentations, MCQs, and pre-examinations for theoretical subjects. Special days such as Science Day, Mathematics Day, Geography Day, and Language Days are celebrated, during which students participate in activities related to their teaching methods. These activities are part of the evaluation process.

Micro-teaching is a key component of the B.Ed. program, where students' performance in delivering lessons is assessed by mentors. After mastering micro-teaching, students progress to integration lessons, team teaching, technology-based lessons, and lessons using teaching models, all of which are evaluated by mentors and peer groups. Practice lessons in real classrooms are also a crucial part of the curriculum, where student-teachers are evaluated by their mentors.

During the one-month internship, students work full-time in schools, where their teaching practices and activities are evaluated. ICT-related subjects are assessed through presentations and demonstrations, while community service and social activities are also key evaluation criteria. Additionally, students participate in cultural programs, sports events, and educational trips, where their performance is closely observed.

In the second year, the evaluation continues with demonstrations, presentations, seminars, and practical exams in theoretical subjects. A four-month internship provides student-teachers with further opportunities for real-world teaching experience, during which their performance is evaluated both by college teachers and school mentors.

Courses 208 to 212 focus on enhancing students' professional capacities through various activities:

Reading and Reflecting on Texts – Involves both group and individual activities.

Understanding Self – Students are assessed through activities such as SWOT analysis, life stories, songs, speeches, and interview techniques.

Action Research – Students conduct research projects.

Cultural Activities – Includes film appreciation for Drama & Art in Education.

Entrepreneurship Development – Students create and present socially useful products.

Through these diverse activities, Kantilal Khinwasara B.Ed. College ensures continuous and meticulous evaluation of its students, fostering their growth as future educators.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

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

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

Response: E. None of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The grievances that occur during examinations are addressed through very effective redressal system in the college. The said committee is functioning properly. It is headed by the college examination officer and reported to principal for necessary action if any. The committee is constituted as per the rules. The timely solution for redressal if any is carried out.

The evaluation is strictly in accordance with the university rules and marks obtained by students are declared in class and also displayed on the notice board. The each semester marks are displayed. The students are advised to state their grievances if any in given stipulated period. The time period is given for the said purpose. The decision is also communicated to the students. The students if have any issue relating to marks obtained by them they are asked to raise the issue. The doubts are cleared by the college. The university has made rule to provide xerox copy of the answer sheet to the students if they demand by charging the requisite fee. This is as per university rules. If students are not still satisfied regarding the marks allotted to them they have an option of revaluation of their answer papers. However such incidences are not reported in our college so far but the mechanism does exist.

The internal examination consist of class tests, tutorials, projects, session work project work, and presentations. These aspects are properly evaluated on the evaluation sheet and is returned to students after evaluation with proper remarks. The suggestions are given for their improvements. The students can get their queries solved by contacting the concerned teacher. The internal evaluation marks are sent to university for inclusion in final examination. The university consolidate the internal and external marks. The B. Ed program of two years is of 2000 marks. If any Discrepancies persist it is reported to university for correction in stipulated period laid down by the university.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

The Academic calendar is prepared before the commencement of Academic year. The principal approves the Academic calendar prepared by the committee constituted for the purpose of preparing the Academic calendar. The said academic calendar includes all academic activities and extension activities along with evaluation program.

The university disclose the Academic calendar at the beginning of the term. This is taken as base for preparing the academic calendar. The notification of the university includes the date of commencement of the academic year and conclusion of academic term. Including the evaluation program. This also content the list of holidays and the number of working days. The internahip program and other requisite factors are included in the academic calendar.

The college strictly follow the academic calendar and implement it. This contain the teaching schedule, evaluation period, dates of examination, orientation program, seminars, conferences and other activities are included in the academic calendar.

The students are made acquainted with the academic calendar during the induction program. The academic calendar is displayed on the notice board, the staff members are to plan the work in accordance with the academic calendar. The academic calendar helps staff members to plan their academic work. This facilitate the smooth working of the college. The college is committed to follow the academic calendar strictly.

The internal evaluation is conducted from time to time. This includes class tests, tutorials, seminars and conferences and internship program. The students are informed about the performance in examination. The said marks are included in annual examination to ascertain their grades.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

B.Ed. Program Overview

The B.Ed. syllabus established by Savitribai Phule Pune University (SPPU) was last updated in 2015. The syllabus, which includes clear learning objectives, is readily accessible to students and faculty through the college library, the college website, and the SPPU website.

The Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are aligned with the vision and mission of Kantilal Khinwasara B.Ed. College. The college aims to provide quality education while fostering student development, moral values, discipline, and active community participation.

Program Outcomes

The B.Ed. program is designed to achieve the following outcomes:

1. **Competency Development:** Equip student teachers with the skills to select and implement effective assessment strategies to facilitate learning.
2. **Educational Anticipation:** Enable teachers to anticipate the learning outcomes from educational experiences.
3. **Outcome Alignment:** Assess how individual course outcomes contribute to the overall program goals.
4. **Diverse Interaction:** Foster the ability to engage with children from various social and economic backgrounds.
5. **Learning Experience Organization:** Prepare student teachers to design and organize effective learning experiences.
6. **Skill Building:** Develop skills in communication, reflection, art, theater, and self-experience.
7. **Teaching and Management:** Cultivate an understanding of teaching methodologies, school management, and community involvement.
8. **Professional Competence:** Train teachers to meet evolving technological needs and to understand children's learning and developmental challenges.
9. **Reflective Practice:** Encourage continuous professional growth through critical reflection on teaching practices, recognizing the social context of learners.

10. Classroom Problem Solving: Equip teachers with the ability to analyze curricula, textbooks, and address classroom challenges.

Course Outcomes

The K.K. B.Ed. program aims to:

- Develop skills for the holistic development of learners.
- Enhance functional skills in education and management through experiential learning opportunities.
- Influence critical thinking and achievements in educational settings.
- Build essential management and tutorial skills.
- Understand learning as a diverse and multifaceted process.
- Contextualize the classroom within broader social frameworks.
- Study child development and adolescence comprehensively.
- Address language diversity among students, including first and second language users.
- Equip students with methods for knowledge validation in changing educational contexts.
- Promote inclusivity by understanding the cultural, policy, and practical aspects that shape schooling.

Students actively engage in cultural activities, social service, yoga education, and sports, cultivating sensitivity and competence that prepare them to become effective educators.

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

2.7.2

Average pass percentage of students during the last five years

Response: 96.71

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	62	64	97	99

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

2.7.3

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

Response:

Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College follows the curriculum prescribed by Savitribai Phule Pune University (SPPU), which is thoughtfully designed to meet the current needs of the education sector. The curriculum aims at the holistic development of student-teachers by equipping them with essential skills for modern education.

The B.Ed. program includes a wide range of activities such as internal demonstrations, seminars, presentations, lesson planning and delivery, internships, cultural events, yoga, sports, social service initiatives, celebrations of special days, educational trips, field visits, and ICT practicals. Students are evaluated through these activities to ensure comprehensive learning. Remedial teaching is provided to support academically weaker students, ensuring all-round progress.

To further motivate students, the college implements the following initiatives:

- Appreciation Ceremonies – Special proficiency awards are presented to outstanding students.
- Felicitation of Meritorious Students – High-achieving students are honored.

Mentorship – Senior students guide and assist newly admitted students.
 Awards – Prizes are given to winners of cultural and sports competitions.
 Recognition for Excellence – Students excelling in other courses are also appreciated.
 The college organizes various activities for students' personal development, including:

Value-added courses and information sessions on SWAYAM and MOOC platforms.
 Lectures on life skills and research topics.
 Workshops and seminars on educational and social issues.
 Sessions on physical and mental health, as well as empowerment programs like the Nirbhay Kanya Abhiyan (Women Empowerment).
 Discussions and presentations on NEP-2020.
 These initiatives are designed to benefit students' futures and foster self-improvement. The college's student welfare cell also addresses students' academic and mental health concerns.

Employment opportunities are provided through campus recruitment, where principals and teachers from reputed schools in Pune interview and select students based on their performance during internships. The college maintains contact with students who drop out, tracks the careers of graduates, and gathers information about those who pass competitive exams or pursue higher education.

Kantilal Khinwasara B.Ed. College takes pride in its students, many of whom pursue higher education or work in prestigious institutions, both in India and abroad. The college continuously monitors students' progress, professional achievements, and personal development in line with Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) to drive ongoing improvements in its programs

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 88.54

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

Response: 85

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Students are admitted to Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College with the goal of becoming effective teachers, even though they typically lack experience in the field upon entry. The college focuses on the crucial task of teacher training, following the curriculum prescribed by Savitribai Phule Pune University (SPPU).

Students from diverse backgrounds—economic, geographical, linguistic, and rural—join the college, each bringing different learning needs. Upon admission, many students lack the skills and experience necessary for the B.Ed. program and do not yet possess the qualities, abilities, or competencies required to become teachers.

Through the B.Ed. program, students are exposed to a variety of subjects and teaching methodologies, including different teaching techniques, materials, models, and technology-based approaches. Over time, they demonstrate significant improvement. For instance, during the first year, students begin microteaching with little knowledge of classroom presence, communication skills, public speaking, confidence, and blackboard writing. However, through self-effort and practice with micro lessons, they gradually master integrated lessons, technology-based teaching, and various teaching models.

Students also organize and participate in various cultural events and activities at the college. Competitions such as reading, speech, writing, music, and dance allow them to showcase their talents. During their internships, students conduct action research to solve real-world problems and actively engage in school and community activities like cleanliness drives, tree planting, and sports competitions.

Cultural activities allow students to celebrate the diversity of India's states through arts and drama, while the study of educational and social films deepens their understanding of societal issues. Their ability to effectively apply subject knowledge is reflected in improved academic performance.

During the internship, students enthusiastically participate in various school activities, and those who excel are often offered job opportunities by the school principal. Students also create PowerPoint presentations for seminars, using technology efficiently and incorporating various teaching aids like

pictures and diagrams.

Through health and yoga lessons, students learn and share valuable information about well-being. Additionally, they develop self-awareness, and the ability to face future challenges by recognizing their strengths, weaknesses, and opportunities. Some students even leverage their strengths to start their own ventures.

In this way, students who initially enter the college with little knowledge of teaching identify their learning needs and work towards fulfilling them with the support and guidance of the college.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.51

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0.06790	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

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

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

Response: D. Any 1 of the above

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

3.1.4

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

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

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	1

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

3.2.2

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

Response: 0.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 3.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
09	03	02	01	02

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

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

Response: 10.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	00	00	00	00

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 19.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	23	31	40	43

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

3.3.4

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

Response:

The role of schools in educational aspect is very important. There is a need of imparting the quality education to the school students. The schools should function as per the social requirements. The education college has a responsibility to prepare devoted and quality teachers. This should be in accordance with the government ruled and regulations and as per the social needs.

The outreach initiatives is the main goal. The teacher is supposed to impart the information and knowledge to school going students. This will generate the responsible students and citizens of the country. The events like Swachh Bharat Abhiyaan is conducted by the students to inculcate social values. The Swachhata Abhiyaan is carried out by our college students in near by societies also as a part of outreach activities. The tree plantation is another event conducted by the college students.

The college students are also engaging themselves in various rallies to create social awareness. Save the environment, keep environment clean are some of the initiative. Also our students participated in the voter awareness program.

We have arranged visits to the places like orphan age home, schools of underprivileged students to make our students learn their difficulties. The students this can inculcate the importance of helpingness and

cooperative attitude. The service oriented perspective is being taught to the students. These program helps to get knowledge and sympathy towards needy and deserving people. This will generate the responsible citizens. This also generates bond between the society and the students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 6.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	07	05	09	05

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

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

Response: 3

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

Response: 03

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate facilities- _---

The institution ensures full utilization of its infrastructure in order to impart quality education and to inculcate the moral values amongst the students. The college of our institution is situated in the vicinity of industrial developed area of Pimpri Chinchwad. The college has sufficient built up area and the adequate availability of play ground and also provision is made for cultural activities. The college is committed to make available the ample facilities for the staff and the students.

The college runs in own building with space provided for all activities and amenities. The college is running in three stories building.

The method rooms are made available for the subjects like science, Hindi, Marathi and likewise. The separate administrative office, conference room, library, lecture halls and store room. All these are provided with ample space.

The college has made provision for separate boys and girls room, Reading room and sports room.

The projectors are used to make presentation for explaining the difficult concepts. The college also provide the internet and WiFi facilities for the students.

The college has well maintained Computer Lab for making students acquainted with the computer knowledge. The drinking water facilities and the washrooms are provided for the students.

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

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom,

LMS, video and sound systems etc. during the last completed academic year.

Response: 50

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

Response: 4

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

Response: 8

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

4.1.3

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

Response: 36.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
3.57	2.67	2.77	2.32	3.64

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Facilities and Services:

Our college boasts a well-equipped and organized library with a collection of 5788 books. We are currently in the process of automating the library, and it is partially automated at present. Our collection includes all the required books for the first and second years of the B.Ed. course. The library's database is regularly updated to ensure it reflects the current inventory.

Beyond providing books, the library is actively involved in various activities. For example, we celebrate Vachan Prerna Din on the birth anniversary of Late President Dr. A.P.J. Abdul Kalam. The library features a dedicated reading area where students can study comfortably within the college premises.

To encourage reading and intellectual development, the library organizes events such as a week-long "Library Week," during which students are encouraged to read extensively. In addition to a comprehensive collection of curriculum-related and general books, the library also subscribes to several journals and newspapers.

We offer a web-based open access catalog that provides students with online access to journals for quick reference. To ensure the safety and security of students, the library is equipped with CCTV cameras. Additionally, the library provides internet and Wi-Fi facilities for students.

Our commitment is to offer the best possible library services to support our students' educational needs and promote a culture of reading and learning.

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

4.2.2

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

Response:

Library Resources and Services:

Our college library is a valuable resource, providing extensive support for both students and faculty. The university offers remote access based on IP addresses, ensuring that digital documents are accessible alongside printed materials. Here are the key features and services provided:

1. Remote Access: The institution provides IP address-based remote access to digital resources.
2. Internet Access: The library offers free high-speed internet access to facilitate the use of e-resources.

In today's information and communication technology age, digital documents complement traditional printed materials. To meet this need, we offer remote access for all digital content.

Library Usage and Facilities: - The library is widely used by students and is considered a crucial tool for extending knowledge.

- We view the library as a primary resource to familiarize students with the current academic landscape.
- E-content is made available to students through various software, and both internet and Wi-Fi facilities are provided.

Library Automation and Resources:

- Our library is partially automated with Koha software, and we are working towards full automation in the near future.
- We maintain records of student and teacher attendance and have a collection of 5788 books on study subjects and general topics.
- The library acquires e-resources annually based on requirements, with selection criteria including scope, authentication, service, accessibility, and usability.

Digital and E-Resources:

- The college library holds a membership with ProQuest through a Memorandum of Understanding (MoU) with a sister institute. ProQuest provides access to a vast collection of databases, including thousands of books, journals, magazines, newspapers, research papers, and other aggregated resources.
- This facility allows library users to search, manage, and share valuable information for teaching, learning, and research purposes.

Our qualified librarian ensures up-to-date records of book issuance and purchases, supporting both students and teachers in their academic and research endeavors. The ongoing effort to enhance our library's resources underscores our commitment to providing the best possible support for our academic community.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 1.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
2.80	0.71	0.06	1.49	1.49

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

4.2.5

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

Response: 9.2

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 378

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 391

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

Response: 395

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

Response: 409

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 323

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: E. None of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Campus Internet and Computer Services:

Our college campus is equipped with high-speed internet service, offering 1 Gbps bandwidth with 24/7 support. This ensures that students and faculty have continuous access to knowledge and learning resources. The internet connection provides a reliable speed of 300 Mbps, ensuring excellent

connectivity.

Network and Computer Facilities:

- LAN Access: We have 30 computers connected via LAN points throughout the computer and office areas.
- Wi-Fi Access: Wi-Fi access points are distributed across the campus, ensuring that academic areas have internet facilities available 24/7. This allows students and staff to continuously access internet resources relevant to their studies.

Computer Maintenance and Support:

- Computer maintenance is managed through an MOU signed by the society, with processes updated as needed. Any issues related to computer functionality, including network and hardware problems, are addressed promptly.
- The computer lab is equipped with over 25 computers, available for both student practice and staff use. Maintenance requests are handled through a requisition cell in the centralized maintenance department.

Software and Automation:

- All computers are equipped with necessary software,
- The college library utilizes KOHA, an integrated multi-user, multi-tasking library information software. This software supports all library functions, including Acquisition, Cataloging, Circulation.

Promotion of Technology in Education:

- The college emphasizes the importance of using computers in the teaching and learning process, recognizing it as crucial for academic growth.
- To facilitate consistent access to information, students are provided with Wi-Fi services, which also supports the automation of college administration and accounting processes.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 198

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 38.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
3.57	2.67	2.76	2.03	5.12

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

4.4.2

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

Response:

Maintenance and Utilization of College Facilities:

Our College of Education has established systems and procedures to ensure the upkeep and efficient use of the institution's academic and support facilities, including laboratories, the sports complex, the computer lab, and classrooms.

Daily Maintenance:

- Daily upkeep of these facilities is managed by the respective departments with the assistance of internal staff. Efforts are made to keep machinery and equipment in optimal working condition.
- When equipment malfunctions, standard procedures are followed to repair it. A designated supervisor oversees the maintenance and monitoring of all facilities.

Facility-Specific Maintenance:

1. Laboratories (Including Computer Center):

- Each lab is managed by a teacher, supported by a lab assistant and an attendant. The lab supervisor is responsible for the regular update and maintenance of lab equipment.
- Physical verification is conducted to identify missing or inoperative equipment.
- A computer technician performs monthly checks on all computers, scanners, and printers to ensure software and system functionality.
- Accurate records of computer and equipment usage, as well as supplies needed for experiments, are maintained throughout the year.

2. Library:

- The library is managed by a qualified librarian with support from additional staff members.
- The focus is on the availability and application of instructional materials for teaching and learning.
- An annual stock verification is conducted, and the library committee purchases books based on current requirements.

3. Classrooms:

- Classrooms are equipped with necessary ICT tools, and their use is scheduled according to departmental needs.
- Regular inspections of ICT tools, fans, electrical connections, and bulb holders are conducted with the assistance of support staff.

- Classrooms are cleaned daily to maintain a conducive learning environment.

These procedures ensure that all facilities are maintained to high standards, supporting the educational mission of the college effectively.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: D. Any 1 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. Canteen
10. Toilets for girls

Response: C. Any 6 of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	01	08	3	2

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

5.2.2

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

Response: 12.22

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 10

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

Response: 00

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

Response: 01

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

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

Response: 1.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	02	02	0	0

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

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student Participation in College Decision-Making:

Students from the B.Ed. College of the Kantilal Khinwasara actively participate in the college's decision-making bodies. The Student Council serves as a representative structure through which students engage in college affairs, collaborating with the administration, faculty, and fellow students to improve the institution.

The Student Council is composed of elected volunteers who work closely with an adult advisor, providing support on college matters and events, offering leadership opportunities, and encouraging student involvement. Candidates for the Student Council are selected based on both their academic performance and extracurricular achievements. The Student Council at the college is highly active and has set the following objectives:

1. Work for the betterment of the college and society.
2. Enhance communication between students, management, and parents.
3. Promote an environment conducive to educational and personal development.
4. Foster friendship and respect among students.

5. Address and resolve student issues.
6. Represent student views on matters of general concern before the authorities.
7. Promote awareness of human relations.

These objectives are pursued by fostering cooperation among the administration, faculty, and students.

Responsibilities of the Student Council:

1. Officially represent all students in the college.
2. Identify and help resolve issues faced by students at the college.
3. Communicate the council's opinions to the college administration on matters concerning students.
4. Encourage student involvement in organizing college activities.
5. Organize educational and recreational activities for students.
6. Maintain respectful and cooperative relations between the college and students.

Composition of the Student Council:

1. Chairman: Principal
2. Secretary: One lecturer, nominated by the Principal
3. Members:
 - One student from each class who has demonstrated academic merit in the previous year and is engaged in full-time studies, nominated by the Principal.
 - One student from each of the following activities, nominated by the Principal, based on outstanding performance:
 1. Sports
 2. Social Activities
 3. Cultural Activities

Roles within the Student Council:

1. University Representative: Coordinates with the college on university-related issues.
2. College Representative: Addresses and coordinates college-related issues.

3. Cultural Representative: Organizes cultural programs with the guidance of a mentor.
4. Sports Representative: Organizes sports activities with the assistance of a teacher.
5. Social Activity Representative: Coordinates social activities with the help of a teacher.

Major Activities of the Student Council:

1. Maintain discipline within the institution to ensure a proper academic atmosphere.
2. Assist in organizing various curriculum-related activities.
3. Actively participate in various college committees.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The college has Alumni Association but not registered and the registration is under process.

Alumni association is the important factor of our institution. The students are visiting the college after completion of their course as and when they find the time from their assignment. Each year we conduct the Alumni meet. The ex students enroll their name with the college. The former students plan the range of events and activities. The former students are acquainted with the current syllabus and changing scenario. The former students assist the college in placement as per the requirements. Through Alumni Association we try to be bonded with our former students.

- 1.The alumni association makes it possible to have emotional bonding with each other.
- 2.The former students are brought together on one and single platform.
- 3.These Alumni serve to be the mentor for current students.
- 4.All alumni information is saved for future reference.
- 5.Alumni helps in planning the development activities.
- 6.Even then the Alumni dose not provide the financial assistance they do provide the assistance in the form of guidance.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

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

Response: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	0	0	0

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

5.4.4

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

Response:

Alumni Association Overview:

The college boasts a robust Alumni Association, comprising former students who have achieved notable success in their respective fields. Many of our alumni have become teachers in nearby areas, and some have established their own schools and institutes. While financial contributions from alumni are currently limited, they provide valuable guidance and support to current students in their areas of expertise.

Our alumni frequently visit the college to assist existing students and help resolve their issues. We take pride in their accomplishments and their commitment to their professions. Below is a list of some of our distinguished alumni

Our alumni actively engage in various cultural, sports, and social programs, contributing to the enhancement of the educational environment. Their involvement and achievements reflect positively on the college, and we are proud of their contributions to their respective fields.

List of Notable Alumni:

Sr.No	Name	Course Completed	Current Position
1	Mrs.Chetwani Jaya	B.Ed	Co-ordinator School
2	Mrs.Jyoti Kulkarni	B.Ed	Principal School

Self Study Report of BHARATIYA GYANVARDHINI SABHA'S KANTILAL KHINWASARA
B.ED.COLLEGE, THERGAON ,PUNE-

3	Mrs.Swati Sinha	B.Ed	Private Coaching Class
4	Mrs.Swapnil Pal	B.Ed	Principal School
5	Mrs.Telgu Padmeshwari	B.Ed	Principal School
6	Mrs.Pradnya Gawli	B.Ed	Principal School
7	Mrs.Shital Chawan	B.Ed	Teacher
8	Mrs.Rekha Salunke	B.Ed	Teacher
9	Mrs. Vidya Shriram	B.Ed	Teacher
10	Mrs.Yogita Patil	B.Ed	Teacher

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:- Developing Creative, enthusiastic Value oriented quality teachers enlightened with social commitment and democratic Citizenship

Mission:- Creating & encouraging learning Environment of innovative Activity based and Constructivist Curricular transaction

Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College, established in 2009, is approved by the National Council of Teacher Education (NCTE) and the Government of Maharashtra. It is permanently affiliated with Savitribai Phule Pune University (SPPU) and recognized under Sections 2(f) and 12(B) by the University Grants Commission (UGC).

Vision:

The college aims to develop creative, enthusiastic, value-oriented teachers who are socially committed and uphold democratic citizenship. The institution emphasizes outcome-oriented, knowledge-driven teaching and learning activities, focusing on entrepreneurial skill development, employability prospects, and placement initiatives. Additionally, the college offers innovative women empowerment programs for both teacher educators and aspiring teachers. The students, supported by the college, are vibrant, energetic, and motivated to actively participate in interactive activities.

Governance Structure:

Bhartiya Gyanvardhini Sabha (BGS), founded by Shri Shivshankar Tiwari and a team of selfless, dedicated teachers, is known for its high moral and ethical values. The governing body includes experienced educators from schools and colleges run by BGS, along with professionals from various fields such as industry, trade, medicine, law, and social work. Shri Shivshankar Tiwari, a prominent industrialist in the Pimpri Chinchwad area, serves as the Chairman of BGS.

Governance at the College:

For effective governance, the College Development Committee (CDC) oversees the smooth functioning of the institution. The Principal, appointed by BGS, serves as the academic and administrative head of the college. A visitor is also appointed to guide and monitor the institution's operations. In 2018, the Internal Quality Assurance Cell (IQAC) was established to ensure quality education. The IQAC makes strategic recommendations for excellence in education, which are discussed and implemented by the CDC.

The college operates through a democratic and participatory governance model, with teachers, students, and other stakeholders actively involved in decision-making processes. Members of the management,

faculty, non-teaching staff, students, and alumni are all represented in the CDC and IQAC.

Perspective Plan:

The college's perspective plan includes seeking accreditation and autonomy, as well as expanding collaborations with schools for student internships, placements, and entrepreneurial opportunities.

Distinctive Characteristics:

- A holistic approach to education, with a focus on women empowerment.
- A well-qualified and dedicated staff offering innovative academic programs.
- Strong mentor-mentee relationships.
- A large proportion of students come from economically and socially disadvantaged backgrounds.

The institution's governance model ensures that all stakeholders, including management, faculty, students, and alumni, actively contribute to its administration and development.

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

6.1.2

Institution practices decentralization and participative management

Response:

Institution practices decentralization and participative management.

The participative aspect is given importance in our college. The decision making process is designed at all levels. The chairman of the management to the students almost all stake holders provide insight to arrive at proper decision. The governing committee involves principal and staff representative for their concerns and suggestions. This provide the scope of participative management.

The students representative are working on the students council for attaining the proper decision. A student from each class is representative of that class. Normally a student with merit is a representative. The regular meeting of students council is held by the college. The students plan for cultural and extension activities. Also they plan for internship program. The students work on the ground of leadership development.

The role of secretary, class representative, University representative and Girls representative become more important as their suggestions in planning and execution is always welcome. The due selection process is carried out to make the students council effective and more useful.

In order to promote decentralization and participative management the different tasks are allotted to staff members. This is to promote division of work and effective teaching learning process.

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

6.1.3

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

Response:

The budget at Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College is prepared to cover day-to-day operational and administrative expenses, as well as the maintenance of equipment and infrastructure through Annual Maintenance Contracts (AMCs). After nine months, a revised budget is prepared for the remaining three months of the fiscal year.

Both internal and statutory audits are conducted under the supervision of the Management. Bhartiya Gyanvardhini Sabha (BGS) appoints auditors who verify the financial records to ensure accuracy. All receipts, bills, purchase orders, and financial data recorded in Tally are provided to the chartered accountant for proper auditing. The internal audit report, statutory report, and compliance documents are prepared and submitted to BGS, ensuring transparency through periodic audits.

Payments are made by cheque, and student scholarships or benefits are directly credited to their bank accounts. A College Development Committee (CDC) meeting is held to review and approve the budget. Provisions are allocated for various expenses, including the library, staff salaries, infrastructure, and maintenance.

Academic Affairs: The Management conducts academic and administrative audits to ensure the smooth functioning of the college. The college offers a B.Ed. program, and admissions are based on entrance examinations conducted by the state government, following government-issued guidelines.

For issuing Bonafide and Transfer Certificates, students must submit an application before receiving the documents. All activities are planned and delegated to functional committees based on the academic calendar.

Academic transparency is maintained by regularly communicating student performance. Students sign mark lists, and feedback is provided for all evaluations. The internal assessment system, which includes various components, helps students monitor their performance and ensures fairness in the evaluation process. Additionally, remedial classes and a grievance redressal system are available to address student concerns.

Administrative Affairs: The college ensures transparency in its administrative setup, with every employee playing a role in the administration. At the start of each academic session, teaching and non-teaching staff are assigned additional responsibilities beyond their regular duties. Staff members are dedicated to completing these tasks with diligence. Recruitment and staff promotions are conducted transparently. Various committees, composed of management representatives, the Principal, faculty, staff, students, eminent personalities, and alumni, are formed to oversee different college activities.

Other Functions: The Performance Appraisal Report is submitted to the National Council for Teacher Education (NCTE), the Staff Appraisal Report to Savitribai Phule Pune University (SPPU), the All India Survey for Higher Education (AISHE) to the Ministry of Human Resource Development (MHRD), and the Management Information System (MIS) to SPPU. This ensures transparency in reporting.

All key updates, such as admissions, examinations, circulars, seminars, timetables, workshops, training programs, and campus drive information, are posted on the college website and notice board, maintaining open communication with all stakeholders.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution strategic plan is effectively deployed.

Our B. Ed college is located at Thergaon, The strategic plan is accordingly prepared in order to attain the quality education. This is also to generate the skilled human resource. We are committed to quality education and the high quality functioning. This is to attain the desired objectives. The perspective plan is accordingly prepared. This ensures growth and development of the organization.

Strategic plan deployment of sustainable infrastructure.

The college has good infrastructure and other teaching learning facilities. The institution provide best possible services to the students. In order to attain the desired goal the following major steps are taken.

1. Classrooms with ICT are made available.
 2. Books, Journals, Ebooks are made available as per the syllabus.
 3. Pollution free environment is desired at.
 4. The plastic free campus is promoted.
 5. Waste control management, electronic waste handling, LED lighting is applied in the premises.
 6. Control of waste across whole campus.
 7. Classrooms are well ventilated and dust free chalks are used.
 8. The ample sunlight is available in the premises.
 9. Sufficient play ground is available for national games and outdoor games.
- Thus our organization is committed for sustainable development.

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

6.2.2

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

Response:

The college has effective administration and academic set up. The college follows the decentralization policy at all levels.

The principal is the Head of the institution and is assisted by the IQAC committee and the administrative incharge. The office Superintendent looks after the office work and accounts work. The office Superintendent is working with the help of Junior clerk and other allied staff.

The college library is headed by the library, our college library has sufficient books and journals. The library computerization is under process.

The university has approved staff members as required by the college as per students strength. The staff members are well qualified and NET/SET qualified. We have approved staff on our staff list.

The selection, appointment and continuation of staff is as per university norms. Each year we are undergoing the evaluation by university. The service rules and code of conduct for college staff and students is as designed by SPPU.

We are committed to follow the university norms for set up of administration and academic functioning.

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

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The college has organised various committees both statutory and non statutory. The committees are headed by the Principal of the college. The regular meetings are conducted and the issues are discussed in the meeting.

These committees include committees like Anti Ragging committee, anti sexual harrasement committee, Grivences redressel committee, these committes are headed by the concern teacher incharge.

Along with these statutory committee the IQAC committee and CDC committee is working as per norms. We are conducting regular meeting of these committees. The college follow the decision taken in the meeting and the implementation of decision is effectively undertaken.

The student Welfare committee work for the wellbeing of the students, especially in the area of drafting the timetable, internship programs and conducting extension activities. The college has created well designed machanism to conduct the meeting regularly.

The college committee can have there records through minutes and it's notices.

Thus we are committed to have decision through effectively functioning of these committees.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The wellbeing of staff is crucial to the effective functioning of Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College. The institution offers a range of welfare measures to both teaching and non-teaching staff to attract, motivate, and retain them. These measures include:

Increments and Confirmation: Employees are confirmed after completing their probation period, with increments provided to both teaching and non-teaching staff.

Leave Policies: The institute offers Casual Leave (CL), Medical Leave (ML), Maternity Leave for female employees, and Sabbatical Leave.

Extended Maternity Leave: Additional maternity leave is available if required.

Special Early Leave: In special cases, such as for nursing mothers or medical emergencies, faculty members can take early leave (1-2 hours).

Gratuity: Gratuity benefits are provided to permanent staff members.

Flexible Timing: Teaching staff can enjoy flexible working hours, provided they complete their stipulated work hours and manage their responsibilities independently.

Promotions: The institute follows a promotion policy in accordance with UGC norms, allowing Assistant Professors to be promoted to Associate Professor or Professor after completing a Ph.D.

Professional Development: Staff are supported in upgrading their qualifications and encouraged to participate in faculty development programs, seminars, workshops, and conferences.

ICT Support: Laptops with Wi-Fi are provided to faculty to promote the integration of ICT in the teaching and learning process.

Uniforms: Non-teaching staff are provided with uniforms.

Medical Check-Ups: Regular health check-up camps are organized for staff.

Birthday Celebrations: The institute celebrates the birthdays of all staff on campus to foster a sense of belonging.

Recreational Facilities: Picnics and other recreational activities are organized for both teaching and non-teaching staff.

Canteen Facility: A canteen is available on campus for staff.

Contributory E.P.F.: The institution offers a Contributory Employees' Provident Fund (EPF) facility to both teaching and non-teaching staff.

These comprehensive welfare measures aim to create a positive and supportive work environment for all staff members.

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

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 727

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

2023-24	2022-23	2021-22	2020-21	2019-20
204	113	40	154	216

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 35.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	5	2	4	3

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

The institution has a performance appraisal system.

The college follows the performance appraisal system as per the university norms in order to attain the quality work. The seminars, conferences, group discussion, extension activities are motivated by the college management in order to gain good results. The college teachers are actively engaged in their academic and allied work. They participate in the work of examination, teaching, placement and extension activities. The student teacher interaction helps the college authorities to understand the students difficulties if any.

The feedback from students is collected to make possible improvement. The complaints from students are taken with the spirit of chance of improvement. The Questionnaire is circulated to the students for the collection of feedback. The review of feedback is taken by the academic committee and the information is accordingly circulated. This is for the better results of teaching learning process.

The college teachers remuneration has a linkage with the appraisal system. The teachers of the college are hard working and they are taking efforts to promote quality education.

The role of teacher in education setup is to create good citizens to which we are adhere. So performance appraisal system helps college authorities to understand the quality of teachers on our staff the qualified and phd staff is appointed. They are approved by the university. Their PF accounts are generated and due action is accordingly taken.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The college has a income from fees collected from the students.
 In order to conduct the expenditures rationally the budget is prepared.
 The college follow the financial displine in working of the college.
 The college has appointed regular employees to write and maintain the accounts.
 The college has maintained the accounts as per norms.
 The financial budget is prepared by the college staff members, the accountant.
 The committee work to monitor the financial expenses.
 The financial audit is conducted at the end of every financial year by qualified chartered Accountant.
 The external and internal audit is conducted through certified auditor.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.32	0	0	0	2.5

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The college has financial policies designed by the organization. Our college is self finance college and we are charging fees as per university norms. The college doesn't charge any additional fees from the students. The fees collected is regularly deposited in the bank. The university has given the fees structure which is strictly followed by our college. The financial audit is conducted at the end of the financial year. The financial budget is prepared at the commencement of the financial year. The audit is conducted by the statutory auditor. The optimum utilization of funds is being done by the college. Being self finance college we are making all expenditures from the fees collected. so we follow the budget in making all expenditures. The college had purchase committee, financial record and the other measures to control expenditures. All available resources are optimally utilized by us. We are following the financial discipline to control the financial expenditures. The mobilization of these revenue is effectively and efficiently carried out.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Committee (IQAC) at Bhartiya Gyanvardhini Sabha's Kantilal Khinwasara B.Ed. College was established in 2018. Prior to its formation, quality initiatives were overseen by the Academic Planning and Monitoring Committee in consultation with the College Development Committee (CDC).

IQAC Processes and Strategies:

The IQAC actively works to enhance the quality of education, teaching, and the learning experience at the college. It ensures clarity and focus in college operations through the following quality improvement strategies:

Continuous Improvement: IQAC strives to enhance the admission process, student diversity, faculty quality, and the teaching-learning process.

Extension Activities: The committee works on expanding extension activities, including Faculty Development Programs (FDPs), and fosters collaborations with external organizations.

Infrastructure Upgrades: Regular updates are made to physical infrastructure, ICT facilities, and library resources, incorporating ICT integration.

Student Support: The IQAC strengthens the student support system, encouraging active participation in student council activities, sports, and cultural events.

Decentralized Governance: The college practices decentralized and participatory governance, with faculty performance evaluated through self-appraisal forms.

Environmental Initiatives: The committee emphasizes environmental responsibility, promoting waste management, paper conservation, and energy-saving activities.

Quality Initiatives:

The IQAC has undertaken several initiatives to promote the development of students, faculty, and non-teaching staff. It formulates quality policies for teaching-learning, research, curriculum implementation, student activities, infrastructure, innovation, and best practices. A systematic, self-regulated assessment of teaching-learning processes is conducted, alongside proper document management.

The IQAC also coordinates seminars, workshops, FDPs, and expert sessions. It monitors and evaluates

the teaching-learning process and gathers feedback from stakeholders, including students, staff, and alumni. Recommendations for improvement are reported to the College Development Committee. Some successful initiatives since 2018 include:

All-Round Development of Future Teachers:

SWOT analysis

Content testing at the entry level

Personal guidance and counseling

Personal grooming sessions

Life skills sessions

Resume writing and interview technique workshops

Soft skills training to enhance employability

Environmental activities such as plastic collection drives, tree plantation, waste segregation, and recycling

Certification Courses:

Based on IQAC recommendations, the college has introduced certification courses to enhance students' co-curricular skills, including courses in yoga, stress management, personality development, and classroom management techniques.

Women's Self-Defense:

Recognizing the importance of women's safety, the college organizes self-defense training and sessions led by lady police officers and advocates. In addition, the campus is equipped with CCTV cameras for enhanced security.

These initiatives reflect the IQAC's commitment to improving the overall quality of education and student development at the institution.

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

6.5.2

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

Response:

The college has IQAC as per the required norms. The standard of education is maintained through IQAC. The IQAC of college is working on the ground of quality improvement and evaluate teaching learning

process.

1. Curricular, extra curricular and extension activities are planned and promoted by IQAC.
2. The IQAC has an assistance of various administrative and academic committee to execute its plan.
3. The proper coordination is being attended between the staff, IQAC, the principal and the students of the college for proper implementation of the policies.
4. The IQAC has promoted the proper mechanism of evaluation as per university rules.
5. The IQAC is making arrangements for extra coaching to weak students.
6. The IQAC plans for study visits of the students.
7. The efforts are made for proper internship program and the placements of the students.
8. The guidance is provided through IQAC for NET, SET and other competitive examination.
9. Academic Audit is conducted by the help of IQAC.
10. Effective evaluation program is worked out by IQAC.
11. The IQAC is organising the seminars and workshop for the students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 24.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	25	20	25

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: D. Any 1 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

The IQAC has taken initiative for academic improvements and achievements, periodical meetings of IQAC are conducted by the college and academic and administrative achievement is being attained at. The academic achievement is attained by means of promoting the research work. The academic plan is prepared that includes seminars, conferences and workshops conducted during the year. During last five years our college has conducted 15 seminars, workshops and conferences.

IQAC promote the research work by promoting the writing of research work writings and completing the phd work and complying with NET/SET examination.

The administrative aspect is strictly dealt in as per rules and regulations. The budget, academic and administrative audit are the part of our regular activity. The staff members are asked to achieve modern technology and administrative knowledge.

The appointment are made as per rules, the performance appraisal is conducted at the end of the year.

The feedback from the students is taken to make necessary improvements.

The internship program is strictly carried out and the peer committee is appointed to look after the performance of the students. The IQAC is planning to attain the desired goal. The internship program is one of the activity of the IQAC.

The IQAC is promoting use of computers and technology in almost all workings of the college.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution has policy of energy conservation and the policy for management of wastages.

1 The college has solar energy power which is used for electricity. This helps in proper saving of traditional electricity.

2 The college has LED bulbs to save the electricity bills and almost utilisation of power. The college has policy of utilization of alternative power resources.

3 We are having a policy of pollution free campus so we are trying to minimize the use of vehicle in the premises.

4 Use of plastic is not promoted in the premises.

5 The waste material is properly managed and disposed off. Dry and wet wastages are separately managed.

6 E- wastages are properly disposed with the authorised wastage dealer in Pune.

To conclude we have good policy for energy conservation, wastages management and clean campus.

Instructions for Staff & Students on Energy Use:

Students are regularly provided with guidance on waste management and energy conservation. Upon entering the classroom, if the temperature is too hot, students should turn on the lights, fans. Otherwise, they should open all the windows as an alternative to conserve energy.

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

7.1.2

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

Response:

The institution has policy of energy conservation and the policy for management of wastges.

1 The college has solar energy power which is used for electricity. This helps in proper saving of traditional electricity.

2 The college has LED bulbs to save the electricity bills and almost utilisation of power. The college has policy of utilization of alternative power resources.

3 We are having a policy of pollution free campus so we are trying to minimize the use of vehicle in the premises.

4 Use of plastic is not promoted in the premises.

.5 The waste material is properly managed and disposed off. Dry and wet wastages are saperately managed.

6 E- wastages are properly disposed with the autorised wastage dealer in pune.

To conclude we have good policy for energy conservation, wastages management and clean campus.

Procedures for Proper Waste Management:

Various measures are implemented to ensure effective waste management, including clearly defined rules, visual icons, and pictures where needed. Mrs. Shailja Chaturvedi, Mr. Dinesh Kenjale, Mr. Sunil Khandale & Mr. G.P. Mishra oversee the maintenance of the college campus.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

The institution strategic plan is effectively deployed.

Our B. Ed college is located at Thergaon, The strategic plan is accordingly prepared in order to attain the quality education. This is also to generate the skilled human resource. We are committed to quality education and the high quality functioning. This is to attain the desired objectives. The perspective plan is accordingly prepared. This ensures growth and development of the organization.

Strategic plan deployment of sustainable infrastructure.

The college has good infrastructure and other teaching learning facilities. The institution provide best possible services to the students. In order to attain the desired goal the following major steps are taken.

1. Classrooms with ICT are made available.
2. Books, Journals, Ebooks are made available as per the syllabus.
3. Pollution free environment is desired at.
4. The plastic free campus is promoted.
5. waste control management, electronic waste handling, LED lighting is applied in the premises.
6. control of waste across whole campus.
7. classrooms are well ventilated and dust free chalks are used.
8. The ample sunlight is available in the premises.
9. Sufficient play ground is available for national games and outdoor games.

Thus our organization is committed for sustainable development.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 11.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.92	0.98	0.97	0.92	0.92

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Link for additional information	View Document

7.1.8

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

Response:

- 1 The college has locational advantage as it is located at industrially developed centre.
- 2 The college has benefitted by the local transport so that the students can easily approach the college.
- 3 The demography of the local environment is cosmo-politan. There are various people from different languages, religion, caste. So we maintain local harmony and we have zero tolerance policy regarding discrimination on any ground.
- 4 The local area has good number of schools and colleges so we are having good number of students for our B.Ed. course.
- 5 As far as outreach program and community practices are concern we are participating in blood donation camp, health check-up camps, tree plantation, visit to the orphan students school, exchange of teachers program, women empowerment program. Also we are conducting the classes for weaker students. Our students are participating in traffic control measures undertaken by the local artio authorities. At the same time during Ganesh Festival the students are participating in Nirmalya collection program.

6 We are planning to implement NEP from next academic year, we have decided to accept it as a challenge and the students are facing difficulty in English medium classes so we are taking additional efforts to improve the language proficiency. Our college is self finance college so we have limited funds to satisfy our essential expenses.

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

7.1.9

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

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

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best practice -1. Students Holistic Development

The college is committed to the Holistic development of the students. Accordingly the college is working hard on departing the quality education. We are promoting the classroom teaching with necessary modern technology. We are providing value added courses, and best possible internship programs. The college provide the opportunity of practical sessions to the students. So we ensure the Holistic development of the students.

1. Value added courses.

Our college provide the value added courses for the additional input to the students. This is in order to make students acquainted with present academic scenario, and the required needs of the students. The value added courses include courses like,

1. Personality Development. 2 Basic Yoga 3. Stress Management & Classroom Management Techniques

The communication in the languages like english, marathi should be effective and result oriented. Accordingly the college students are oriented in the Our students participate in this course. We are providing value added certification course for holistic development of students.

2. Health check up.

The psychological and physical health in current world environment is very important so our college conducts the health check up relating to blood group dictation, eye check up and general check up is conducted every year.

Our college as community and out reach activities have participated in blood donation camps conducted by the NGO's.

3. Practice lessons.

The Bed college students are assigned practical work by the university under it's curriculum. So we have arranged for best possible practice sessions of the students. The internship program is extensively carried out as per the university norms. For both the years the internship program is effectively carried out.

We have tie up with the schools I the area near the college. For evaluation of the students the peer committee works. This committee include principal of the school, subject teacher, college principal, and concern teachers. The college interns prepare lesson plan, academic sessions, evaluate the examination work, use of the modern technology for imparting lessons.

Our college is committed for imparting best possible practical lessons to the students.

4. Environment Awareness.

The due care is taken by the college regarding the awareness of maintenance of good environment. The college follow the policy of plastic free campus policy, the pollution free campus policy, use of sunlight in the premises, the savings of traditional power, the segregation of waste as dry and wet wastage material. Proper arrangements are made for the disposal of the waste and e-waste, by our college. The college conducts the drive for clean campus.

5. Day Celebration

Our college celebrate various days during the year.

Best Practice 2

Title: Students Entrance Exam Guidance and Placement Support

The college is having the process of guidance to the students for various entrance examination. The college offer guidance to the students for NET, TET examination some of our students are selected through this guidance scheme. The college teachers provide the guidance.

The college also offer the placement assistance to the students and our students are placed in the schools and jr. Colleges. Some of the students have their own coaching classes and schools. The college has good placement records.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

1. Food and other items donated on the occasion of Ram Navmi.

Our college has a visionary leadership. Ram Navmi is celebrated in our area as a very holy day. We have various program on this occasion. Especially on this day we try to give food to the poor and needy people. The people from vicinity of the college and near by area are taking benefit of this program. At the same time we do provide cloths and other items to needy and poor persons. This is a part of our out reach and community services.

Our management makes appropriate budget from their accounts for this program. We are providing quality food and the required need is satisfied on the occasion of Ramnavami. During pandemics we have extended financial aid to the needy people, when there was shortage of funds we had provided the requisite help to them.

On the occasion of Ram Navmi the program of Donation of food is arranged by our society for pilgrim. The quality of food is properly maintained.

2. NGO visits

Our college has a regular practice to visit the NGO for getting knowledge of present social scenario. Our college has visited Orphan age in pune. This helps to understand the problems of the students without parents. Also we try to make our students understand the psychological set up of these orphan school

children.

Our students are working with the NGO for collection of wastages during Ganesh festival. This reduces the pollution of river and also the purpose of clean city is being served.

During the days of pandharpur procession (Wari) our students help the pilgrims in their health issues this work is done with the help of NGO. We also provide medicines and food during Wari period to pilgrims.

Thus we are working with NGO in order to inculcate the social responsibility among the students and to understand the problems of society and to bring out the solutions to them.

In that aspect we have distinctiveness and trying to attain socially responsible citizens of our country. The regular NGO meet has helped us to create nationality spirit in the mind of our students. We are thus working on the objective of creating responsible citizens and a good future teachers.

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

5. CONCLUSION

Additional Information :

1. Our college is a college with 100 students intake capacity.
2. Marathi is the medium of instruction in our college. Science and maths is taught in English.
3. Our college is self finance college. The fees collected from the students is the only source of income.
4. College had appointed qualified staff members as per university rules.
5. The college has taken all quality improvement measure. We have IQAC established to boost the quality of education.
6. We are committed to excellence in education.
7. The college has constituted all essential committees.
8. Alumni Association is established in the college.
9. The extension activities are regular conducted to ensure overall development of the students.
10. The college had separate examination committee and we have transparency in our examination and evaluation work.
11. The college has CDC and Governing council committee as per rules.
12. The college has locational advantage.

We are following all norms of university and State Government with an objective of holistic development of the students.

Concluding Remarks :

Our B. Ed college is affiliated to SPPU. We are following the rules and regulations strictly.

The admission is centralized and the intake capacity is 100 at entry level.

The college has conducted the Academic audit by the university.

The college had perspective plan of starting the M. Ed course in the near future.

We are also planning to start with certificate course in school management and child psychology.

More value added courses will be started.

The committee required are properly Functioning.

Our college results are very nice and we have good placement record.

We are committed to excellence in education. Our staff is well qualified and approved by the university.

To conclude, our college is working for the good development of the students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per documents provided by HEI, and proper proofs for the 2 and 3 option provided by HEI, thus DVV input is recommended.</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>10</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per documents provided by HEI. the link provided for the LMS, is not working, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	7	10	9	9	9	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
7	10	9	9	9																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	0	0	0	0																	
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 101 Answer after DVV Verification: 00</p> <p>Remark : As per documents provided by HEI, and landing page of the gateway to the LMS is not opening, thus DVV input is recommended.</p>																				

2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none">1. Understanding theory courses2. Practice teaching3. Internship4. Out of class room activities5. Biomechanical and Kinesiological activities6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : As according to the proofs provided by HEI, thus DVV input is recommended.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none">1. Organizing Learning (lesson plan)2. Developing Teaching Competencies3. Assessment of Learning4. Technology Use and Integration5. Organizing Field Visits6. Conducting Outreach/ Out of Classroom Activities7. Community Engagement8. Facilitating Inclusive Education9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : As per proof provided by HEI, thus DVV input is recommended.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none">1. Formulating learning objectives2. Content mapping3. Lesson planning/ Individualized Education Plans (IEP)4. Identifying varied student abilities5. Dealing with student diversity in classrooms6. Visualising differential learning activities according to student needs7. Addressing inclusiveness

	<p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : As per documents provided by HEI, proper sufficient proofs are not provided, thus DVV input is recommended.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none">1. Workshop sessions for effective communication2. Simulated sessions for practicing communication in different situations3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : As per documents provided by HEI, proper sufficient proofs, as per intent of the metric are not provided, thus DVV input is recommended.</p>
2.4.4	<p>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</p> <ol style="list-style-type: none">1. Teacher made written tests essentially based on subject content2. Observation modes for individual and group activities3. Performance tests4. Oral assessment5. Rating Scales <p>Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per documents provided by HEI, links provided are not opening, thus DVV input is recommended.</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none">1. Preparation of lesson plans2. Developing assessment tools for both online and offline learning3. Effective use of social media/learning apps/adaptive devices for learning

	<p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : As per documents provided by HEI, link provided for the proofs is not opening, thus DVV input is recommended.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none">1. Planning and scheduling academic, cultural and sports events in school2. Planning and execution of community related events3. Building teams and helping them to participate4. Involvement in preparatory arrangements5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : As per documents provided by HEI, proper sufficient proofs, as per intent of the metric are not provided, thus DVV input is recommended.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none">1. Library work2. Field exploration3. Hands-on activity4. Preparation of term paper5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : As links provided by HEI, for the supporting documents are not opening, thus DVV input is recommended.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none">1. Classroom teaching2. Mentoring3. Time-table preparation4. Student counseling5. PTA meetings6. Assessment of student learning – home assignments & tests7. Organizing academic and cultural events8. Maintaining documents9. Administrative responsibilities- experience/exposure10. Preparation of progress reports

	<p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : As per documents provided by HEI, and Links provided by HEI are not opening, Only sample copies are opening, thus DVV input is recommended.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : As per proof provided by HEI, thus DVV input is recommended.</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : As per proofs provided by HEI, thus DVV input is recommended.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : As Link provided for the supporting documents are not working, thus DVV input is recommended.</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last</p>

five years in the form of:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per documents provided by HEI, proper sufficient proofs, as per intent of the metric are not provided, thus DVV input is recommended.

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : As Link provided for the supporting documents are not working, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	7	2	1	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
09	03	02	01	02

Remark : As per documents provided by HEI, only outreach activities to be considered, thus DVV input is recommended.

<p>3.3.2</p>	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>57</td> <td>45</td> <td>21</td> <td>34</td> <td>56</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>90</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </table> <p>Remark : As per clarification received from HEI, and Events conducted for the benefit of their own students not to be included under outreach programs, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	57	45	21	34	56	2023-24	2022-23	2021-22	2020-21	2019-20	90	00	00	00	00
2023-24	2022-23	2021-22	2020-21	2019-20																	
57	45	21	34	56																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
90	00	00	00	00																	
<p>3.4.2</p>	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Answer before DVV Verification : 08 Answer after DVV Verification: 03</p> <p>Remark : As per clarification received from HEI, functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the assessment period, to be considered, thus DVV input is recommended.</p>																				
<p>3.4.3</p>	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p> <p>Remark : As per documents provided by HEI, proper sufficient proofs, as per intent of the metric are not provided, thus DVV input is recommended.</p>																				

4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>7.90</td> <td>5.20</td> <td>2.75</td> <td>0.90</td> <td>4.50</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>3.57</td> <td>2.67</td> <td>2.77</td> <td>2.32</td> <td>3.64</td> </tr> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	7.90	5.20	2.75	0.90	4.50	2023-24	2022-23	2021-22	2020-21	2019-20	3.57	2.67	2.77	2.32	3.64
2023-24	2022-23	2021-22	2020-21	2019-20																	
7.90	5.20	2.75	0.90	4.50																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
3.57	2.67	2.77	2.32	3.64																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>0.15</td> <td>0.5</td> <td>0.16</td> <td>0.24</td> <td>0.18</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>2.80</td> <td>0.71</td> <td>0.06</td> <td>1.49</td> <td>1.49</td> </tr> </table> <p>Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	0.15	0.5	0.16	0.24	0.18	2023-24	2022-23	2021-22	2020-21	2019-20	2.80	0.71	0.06	1.49	1.49
2023-24	2022-23	2021-22	2020-21	2019-20																	
0.15	0.5	0.16	0.24	0.18																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2.80	0.71	0.06	1.49	1.49																	

4.2.6	<p>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</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : As per documents provided by HEI, proper sufficient proofs, as per intent of the metric are not provided, thus DVV input is recommended.</p>																				
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 952 1046 1084"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>7.65</td> <td>7.64</td> <td>5.49</td> <td>5.68</td> <td>6.37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1167 1046 1299"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3.57</td> <td>2.67</td> <td>2.76</td> <td>2.03</td> <td>5.12</td> </tr> </tbody> </table> <p>Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	7.65	7.64	5.49	5.68	6.37	2023-24	2022-23	2021-22	2020-21	2019-20	3.57	2.67	2.76	2.03	5.12
2023-24	2022-23	2021-22	2020-21	2019-20																	
7.65	7.64	5.49	5.68	6.37																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
3.57	2.67	2.76	2.03	5.12																	
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per documents provided by HEI, thus DVV input is recommended.</p>																				

5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>15</td> <td>11</td> <td>10</td> <td>3</td> <td>2</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>00</td> <td>01</td> <td>08</td> <td>3</td> <td>2</td> </tr> </table> <p>Remark : As per documents provided by HEI, proofs provided for the assessment period only to be considered, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	15	11	10	3	2	2023-24	2022-23	2021-22	2020-21	2019-20	00	01	08	3	2
2023-24	2022-23	2021-22	2020-21	2019-20																	
15	11	10	3	2																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
00	01	08	3	2																	
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>3</td> <td>4</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>01</td> <td>02</td> <td>02</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : As per clarification received from HEI, and proofs provided during the assessment period to be considered, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	3	4	3	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	01	02	02	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
3	4	3	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
01	02	02	0	0																	
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>12</td> <td>18</td> <td>16</td> <td>12</td> <td>12</td> </tr> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	12	18	16	12	12										
2023-24	2022-23	2021-22	2020-21	2019-20																	
12	18	16	12	12																	

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As Link provided for the supporting documents are not working, thus DVV input is recommended.

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

6.2.3

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

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

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

6.3.2

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

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

Answer before DVV Verification:

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2023-24	2022-23	2021-22	2020-21	2019-20
09	0	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per documents provided by HEI, and financial support of less than Rs 2000 per faculty per year should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	8	8	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	5	2	4	3

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

6.5.4 **Institution engages in several quality initiatives such as**

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">2023-24</th> <th style="padding: 5px;">2022-23</th> <th style="padding: 5px;">2021-22</th> <th style="padding: 5px;">2020-21</th> <th style="padding: 5px;">2019-20</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1.37</td> <td style="padding: 5px;">1.43</td> <td style="padding: 5px;">1.38</td> <td style="padding: 5px;">1.34</td> <td style="padding: 5px;">1.25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">2023-24</th> <th style="padding: 5px;">2022-23</th> <th style="padding: 5px;">2021-22</th> <th style="padding: 5px;">2020-21</th> <th style="padding: 5px;">2019-20</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">0.92</td> <td style="padding: 5px;">0.98</td> <td style="padding: 5px;">0.97</td> <td style="padding: 5px;">0.92</td> <td style="padding: 5px;">0.92</td> </tr> </tbody> </table> <p>Remark : As per documents provided by HEI, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1.37	1.43	1.38	1.34	1.25	2023-24	2022-23	2021-22	2020-21	2019-20	0.92	0.98	0.97	0.92	0.92
2023-24	2022-23	2021-22	2020-21	2019-20																	
1.37	1.43	1.38	1.34	1.25																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
0.92	0.98	0.97	0.92	0.92																	
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : According to the documents provided by HEI, thus DVV input is recommended.</p>																				

2. Extended Profile Deviations

ID	Extended Questions
1.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 30 Answer after DVV Verification : 01</p>