



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GAUTAM BUDDHA TEACHERS' TRAINING COLLEGE HAZARIBAG

**MUKUNDGANJ, BEHIND MAHENDRA NEXGEN SHOWROOM, NH-33,
BABHANWAY, HAZARIBAG**

825302

www.gbttc.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GAUTAM BUDDHA TEACHERS' TRAINING COLLEGE is born out of the realisation of our vision, mission & objectives stated below. We believe that every man and every woman has the potential of becoming a teacher but we need to snowball this potentiality to the best capacity for delivering quality education. We educated educators teach teacher-to-be, equipping them with the best of tools for communicating knowledge and for developing the personality of every student so that he or she turns out to be an ideal citizen of the society. Doubtless, the education of teacher is bound with the social system of any country. Twenty first century India, ascending heights of growth and development, demands first rate human resource for social and national amelioration to with the leading nations of the world. The task is challenging and colossal. **GAUTAM BUDDHA TEACHERS' TRAINING COLLEGE** solemnly dedicates itself to share this challenging job of producing class teachers who may raise class one human resource which is the need of the hour.

GAUTAM BUDDHA TEACHERS' TRAINING COLLEGE is Approved by the **National Council for Teacher Education (N.C.T.E.)** and is affiliated to the prestigious **Vinoba Bhave University** which is the torch bearer for the colleges in Jharkhand.

Vision

“To bring out the best in man by providing value based, need based and career oriented education and create self-reliant Global Citizen.”

Mission

To foster total development of personality.

- To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinary.

Objectives

To prepare committed teachers for colleges in the state of Jharkhand and the country.

- To prepare highly skilled and effective teachers to teach in primary, secondary and senior secondary schools.
- To foster an all around training i.e. .mental, physical, cultural, social, moral and spiritual through education system.
- To implement teachers' education that would provide education and training to prospective teachers

that aims at development of teachers.

- To equip teachers with the competencies requisite for dealing with the issues of the choices and challenges of students.
- To introduce innovations in the education so as to reflect India's knowledge, robust intellectuality and inexhaustible creativity.
- To undertake, conduct and promote programs that will enhance the highest aims of pedagogy and synthesis of knowledge-systems and internationalism.
- To create a sensible and sensitive teacher accountable to students as well as society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Skilled and committed administrative staff
- Clean, Green and Eco-friendly environment
- Good infrastructure facilities with smart class room
- Well furnished library facilitated with tech-equipped digital library
- Computer Lab
- Language Lab
- Dynamism, Support and encouragement from the management and the Principal for faculty development programmes
- An IQAC with academic enthusiasm and leadership
- Career Guidance and Special Classes for weaker students
- Devoted & qualified faculties

Institutional Weakness

- Lack of flexibility in curriculum (as an affiliated college)
-
- Examination and publication of result delayed.
-
- University should try its level best to take examination in time and give result within stipulated time

Institutional Opportunity

- Institution with Potential for Excellence
- Starting of M. Ed. Course
- Ample scope for academic/professional enrichment
- Promotion of institution-community network
- More placement services
- Involvement in social/educational extension services

Institutional Challenge

- Competition from other institutions
- Deterioration in the quality of students who opt for the teaching profession
- Uncertainty regarding job opportunities
- To maintain the peaceful academic environment in campus for effective utilisation of potentials of faculty and staff for overall growth of the University to meet the increasing competition from private/deemed and foreign Universities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

One of the main strengths of the University to which Gautam Buddha Teachers' Training College is affiliated is its curriculum design, which has been done both in terms of the extensity and intensity of the subjects. The entire curriculum has been reviewed periodically by the appropriate academic bodies of the College in close coordination with teachers, subject experts and external specialists taking into account the students' needs, teaching potential of the faculty, emerging trends in various domains of knowledge and above all the regional needs.

Emphasis on practical training in terms of laboratory work, field work, project work, practical training, etc. has been given to enhance the employability of the students to get ready to face the challenges in real life situations.

Semester pattern examinations have been introduced at all levels. Topics on motivation, leadership, values, ethical sciences, communication and self-awareness have also been introduced in the curriculum of subjects wherever required for the overall development of the students. Feedback from students both on courses and on teachers as an integral part of all academic programmes has provided a much needed scope for improvement in design and implementation of curriculum.

Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

The institute gives admission to local students as well as students from other states. The institute has a High demand ratio, which reflects the Institute's reputation in terms of state-of-the-art facilities, research emphasis, creative programs, teaching-learning efficiency.

2.2 Catering to Student Diversity

The institute practices student centric approach. Each student is given personal attention and grooming throughout his/her journey during the program. Bridge courses, remedial courses, and self-study guided courses are provided to support slow learners. The student-faculty ratio is optimally maintained. The physical infrastructure of the institute ensures disabled friendly.

2.3 Teaching - Learning Process

The Institute Practices student's and believes in experiential learning. Methods like case study, Business

Project, SIP, CSR, Sports and Cultural competition, Live Projects etc are used for experiential learning. The academic calendar is every year in advance and strictly followed. ICT is used by every faculty to make teaching more effective. ICT and LMS are incorporated into teaching to improve the learning experience of students. Each and every student is assigned to a mentor from the faculty, industry and alumni based on their academic background, career interests and preference for industry / sector.

2.4 Teacher Profile and Quality

The Institute ensures sufficiently qualified and experienced Faculty Members, who are experts in their own fields.

2.5 Evaluation Process and Reforms The institute has fully automated examination system from generation of admit cards to declaration of results. The results are declared as per the academic calendar and all grievances of student are addressed timely.

2.6 Student Performance and Learning Outcomes The PO & PSO helps to develop the teaching and learning process. The Course outcomes give a clear picture of the course's employability, skill development and entrepreneurship prospects. The attainment of outcomes of the program is evaluated through continuous evaluation. At the end of the semester Feedback is taken from the students regarding attainment of COs.

2.7 Student Satisfaction Survey The Institute continuously strives to improve the Teaching learning processes, and engage the students to improve students' results and students' satisfaction.

Infrastructure and Learning Resources

Infrastructure and Learning Resources The present campus of the College is spread over an area of 1.20 acres. After the upgradation of Gautam Buddha Teachers' Training College , it has paid special attention not only to create new physical infrastructure but also to renovate/upgrade the existing infrastructure through proper planning and phase wise execution from its own. The build up area for academic buiding is 4645.64 Sqr. M. consisting Thirteen classrooms with projector facility and others in a very good condition, computer lab with 20 systems, language lab, separate common rooms for boys and Girls. Laboratories, Art and Craft, curriculum Lab, Psychology and Math reosource centre, Conference room, Principal office, Examination cell, staff cabins, administrative office, library, big Examination hall with the capacity of more than 200 students and Multipurpose hall. The college has 975.48 sqr. M. Area for multipurpose play ground particularly for Basket ball and Badminton.

Beside all the common facilities are available on the present campus to cater to the needs of the faculty and students. These include health care room, internet/Wi-Fi, photocopy, canteen etc., The College is committed to improve the teaching-learning process with modern teaching aids and research equipment. Accordingly efforts have been taken to upgrade/equip some of the classrooms and ICT room with modern teaching aids like LCD with Laptop/Desktops, portable projector etc. The major requirements of learning resources are met through Library which has adequate number text and reference books and other facilities like reading hall in the building with a capacity of 75 students and equipped with Wi-Fi connectivity, digital library with 5 computers for student access, etc. In order to facilitate the needs of students, the library has been kept open to extended hours and also during vacations.. The college has 40 MBPs internet connectivity from NS broadband and 4

MBPs Wi-Fi connectivity from Railtel services.

Student Support and Progression

Students support is an integral part of the College academic programmes. The overall students support and progression are monitored by the Principal, chief proctor and various committee coordinators and Wardens. The Equal opportunity cell extends supports for different student activities like information for scholarship, Counselling and Guidance cell providing career guidance and counselling services and promoting placement opportunities, organising academic and cultural programmes for participation in different events etc. In addition, each faculty is assigned a group of students for academic (like seminar, project and other activities) and mentoring. The guidance and placement cell is also active through a faculty member assigned the responsibility as placement officer. Placement officer facilitating Campus selection fair every year and till now 455 candidates got selection in various reputed schools. Besides, special classes are arranged for CTET/JTET/BTET for student teachers. During the last five years 235 students qualified CTET/JTET/BTET. Special assistances to students belonging to ST/SC/OBC/PH/Minority categories are also provided. All women, SC, ST and PH students are getting rebate. The College has all the major requirements of an educational institution like the Grievance Redressal Cell, Gender Sensitization Committee Against Sexual Harassment (GSCASH), Anti-Ragging Committee, Equal Opportunity Cell, Academic council, Admission cell, Advisory and library committee, Alumni Association, curriculum assessment, Examination cell, feedback evaluation, analysis and action taken committee, Internal quality assurance cell, sports and recreation committee staff welfare committee etc. The Students Parliament system and House system under the direct supervision of House masters organize various inter-house cultural and sports events which provide opportunities to students for participation at different level of events is significant and a few of them could win prizes/medals in University/College level competitions and bring laurels to the College. The College has A good number of alumni after the formation of College in 2007, have been able to establish themselves in different areas of Teaching-learning and got placement in Government Schools as well as in reputed public schools.

Governance, Leadership and Management

6.1: Institutional Vision and Leadership: The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. Gautam Buddha Teachers' Training College has a well-defined organogram where the institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Presence of Alumni/ present students/faculty/director in various committees reflects participative management approach of the institute.

6.2: Strategy Development and Deployment The Governing Council of Gautam Buddha Teachers' Training College consists of experienced academicians and industry professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well defined organogram with detailed job description to maintain transparency and smooth working of the system. E governance is opted in various departments for speedy decision making. Institute has various committees which are working with transparency and efficiency to step towards vision and mission.

6.3: Faculty Empowerment Strategies The institute has a well-defined welfare and promotion policy for the employees. Faculties are provided financial and other support to improve their professional efficiency. Institute

funds various national and international conferences and workshops attended by the faculty. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well defined performance appraisal system.

6.4: Financial Management and Resource mobilization The institute follows a transparent procedure of maintaining finances. The institute mobilizes the fund by focusing the Gautam Buddha Teachers' Training College vision. The Fund received is utilized for Holistic development and is ensured by year round academic events and placement calendar. The institute plans a budget well in advance, which is approved by the governing counseling.

6.5: Internal Quality Assurance IQAC ensures quality in working of all process it also designs incremental improvement plans for various departments and check points to ensure effective implementation of plans. IQAC assures implementation of Bloom's Taxonomy in design and delivery of curriculum.

Institutional Values and Best Practices

Innovations and adoption of best practices greatly influence the overall growth and functioning of a College.

Gautam Buddha Teachers' Training College has taken several measures in the last five years in translating some of innovative ideas into reality and has made sincere efforts to adopt new practices for eco-friendly campus (energy conservation, rain water harvesting, carbon neutrality, plantation and waste management), grievance redressal systems (GSCASH, anti-ragging cell, equal opportunity cell etc.) along with traditional best practices like discipline, professional ethics, excellence in teaching and research, selflessness, honesty etc. The College has also introduced some transformative and innovative options in administration, academics including reforms in admission and examination processes, research and extensions activities which have produced definite tangible benefits on the functioning of the College. In order to evaluate the academic and administrative activities of the College on regular basis and formulate strategies. This practice has not only helped the College to provide faster solutions to many outstanding/present issues through deliberation but also to make future planning in different areas. Among other best practices, the release of a part of the overhead of research projects helped the faculty to establish their research labs for better research outputs through publications and dissemination of research findings. The College has been successfully marching ahead into the globalised era to achieve its goals and objectives through imparting quality education to youths for the development of manpower commensurate with the needs of industry and society as a whole. The College looks forward to seeking better and more comprehensive social accreditation, which will be based on value based judgment through an objective process of evaluation, assessment and accreditation.

Research and Outreach Activities

Gautam Buddha Teachers' Training College promotes continual outreach activities. These are considered as an essential tool in the overall development of the student.

The College is attached with NSS and conducts activities that help the student integrate with the community as well as the nation.

Research in the Teachers Training is currently limited. However, as a good initiative, several seminars and workshops are held and teachers are encouraged to go for further research. Within this limitation, staff has

published papers. Students have been involved in Action Research

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GAUTAM BUDDHA TEACHERS' TRAINING COLLEGE HAZARIBAG
Address	Mukundganj, Behind Mahendra Nexgen Showroom, NH-33, Babhanway, Hazaribag
City	Hazaribag
State	Jharkhand
Pin	825302
Website	www.gbttc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arvind Kumar Yadav	06546-210529	7870342624	-	gbttchazaribag@gmail.com
Professor	Pramod Prasad	-	7004989479	-	pramodprsd089@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Jharkhand	Vinoba Bhave 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	168	Permanent Recognition

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	Mukundganj, Behind Mahendra Nexgen Showroom, NH-33, Babhanway, Hazaribag	Rural	1.2	4645.64

2.2 ACADEMIC INFORMATION

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

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				16			
Recruited	0	0	0	0	0	0	0	0	10	6	0	16
Yet to Recruit	0				0				0			
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				9
Recruited	7	2	0	9
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				0
Recruited	0	0	0	0
Yet to Recruit				0
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	6	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	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	40	0	0	0	40
	Female	60	0	0	0	60
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	9	4	7	5
	Female	7	3	7	7
	Others	0	0	0	0
ST	Male	1	1	7	4
	Female	14	4	0	18
	Others	0	0	0	0
OBC	Male	23	31	28	27
	Female	26	22	32	20
	Others	0	0	0	0
General	Male	11	12	10	6
	Female	9	23	9	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
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..

2020-21	2019-20	2018-19	2017-18	2016-17
77	81	65	90	79
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..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	96
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..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	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..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	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..

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

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..

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

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)..

2020-21	2019-20	2018-19	2017-18	2016-17
15526908.37	17567581	19514019	16157521	12846726

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

3.2

Number of Computers in the institution for academic purposes..

Response: 24

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:

The curriculum committee is empowered with the right to make recommendation on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying programs and courses offered by our collage.

Curriculum can be organized into three major components- Objectives, content, or subject matter and learning experiences. Our curriculum is designed to provide for common space of understanding and competence for the purpose of developing thinking, socially responsible citizen of free society.

Time Table Management

a. Our Time Table is design to ensure that each class has only one teacher during learning hours of a particular period.

Time Table also reduces the confusion while learning.

b. Student are very clear about the subject; they have to study in a particular period.

c. A good time table prevents wastage time and energy and shows exactly what is to be done at a particular time and thus, directs the attention of both the pupil and the teacher to one thing at a time.

d. ERP software helps in creating time table for students of each class easily and effortlessly.

The effective teaching allocation and management model has been used by our college in various departments which can be adapted by departments of any discipline. The allocation of teachers can contribute to improved management, efficiency. effectiveness and a greater sense of equity among academic staff. The teacher's plays a great role in planning the curriculum as -

a. Teacher know their students better than others involved in the curriculum process.

b. Our Teachers provide insight into the types of materials activities and specific skills that need to be in the curriculum.

c. Our college provides the curriculum implementations process through teachers which helps the learner acquire knowledge and experience which enables them to function effectively in society

d. An effective curriculum provides teachers, students and administrators with a measurable plan for

delivering a quality education.

Our college provides not only theoretical knowledge but also real and practical experiences received by the

students with help of games, sports, art, literary, culture etc. known as co

curricular activities.

a. Developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc.

b. Overall personality development is also supported by co-curricular activities.

c. It also helps to develop coordination, adjustment, speech fluency etc. among students both at the college as well as in the society.

d. Our Institution not only focus on academic activities but also extra co-curricular activities like sports, games etc. that provides a good platform for a child to outshine his or her latent potentials to compete with the challenges that come on his or her way.

e. Our Institution provides scope for the participation in group activities like debates, quizzes, group discussion, essay computations which make them learn practically and enter into the real-life challenges and overcome by the knowledge and competence. Our institution helps in developing -

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
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document

1.2 Academic Flexibility

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

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

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

Response: 2.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	2	2	1

File Description	Document
Data as per Data Template	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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

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

Response: A. All of the above

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

1.3 Curriculum Enrichment

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

Response:

Our Institute's vision mentions human values, social commitment and ethics, Intellectual competence moral uprightness, social commitment, spiritual orientation service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues and environment into development of gender, and the environment. The challenge of cross cutting issues in development policy and planning suggests a basis for an explicit conceptual framework which can be used as a first step to translating an i integrated perspective into. Organizational relationships, planning processes and methods.

A fundamental or coherent understanding of the field of teacher education.

Teachers are identified as the most important factor influencing the quality of education in schools. Our Institute works on improving educational system and strives hard to develop policies that supports the professional development of teachers. The professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. Generally, this lifelong process is divided in specific stages. The first stage concerns the preparation of teachers during initial teacher education, where those who want to become a teacher. Master the basic knowledge and skills and the second stage is the first independent steps as teachers. The first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is a phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher.

- Our Institute gives much attention to the quality of teacher education Programs and to conditions for effective programs for continuous professional development.
- The Institute endeavors to ensure that teachers have access to effective early career support programs at the start of their career.
- The teachers are encouraged and supported throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal, informal and non formal learning including exchanges and placements abroad.
- Our Institute endeavors towards development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Procedural knowledge that creates teachers for different levels of school education skill. That are specific to one's chosen specialization.

The graduate attributes reflect both disciplinary knowledge and understanding, Generic skills, including global competences that all trainee teachers in different Academic fields of study should acquire or retain and demonstrate. Some of the characteristic attributes that a trainee should demonstrate are as follows.

- Our Institute works towards disciplinary knowledge.
- The aim is to develop the communication skills like ability to express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, Confidently share one's views and express herself or himself ,Demonstrate the ability to listen carefully, Read and write analytically and present complex information in a clear and concise manner to different groups.
- Our Institute provides Training and practice in the different techniques, approaches and strategies that would help the teachers to plan an impart instructions provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- The theory includes the philosophical, sociological, and psychological considerations that enables

the teachers to have a sound basis for practicing and teaching skills in the classroom. The theory is state specific and is based on the needs and requirements that are characteristic of that stage.

- Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above are lifelong learning skills.

Capability to extrapolate from what one has learned and apply acquired competences.

The Institute frames learning outcomes based curriculum on the premise that every graduate is unique, each graduate has his or her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career related actions. The quality, depth and breadth of the learning experience is made available to the students while at the higher education institutions help develop their characteristic attributes. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total Institute Institute experiences, and a process of critical and reflective thinking.

- The Institute provides way to facilitate the transfer of learning to new context, to use as many different learning media as possible from text, and imagery to video and audio.
- Using pictures, narration and text helps prevent the cognitive resources from becoming overloaded and improve learning transfer.
- The teachers are who are competent are prepared to face the challenges of the dynamic society. Teachers education has to keep abreast of recent developments and trends.

Skills competences, such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others.

The Institute endeavors towards enforcing critical thinking. It makes the teachers capable to apply analytic thought to a body of knowledge. Analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence. Identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and their theories by following scientific approach to knowledge development. It also works towards cooperation and teamwork i.e ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group and act together as a group or a team in the interest of common cause and work effectively as a member of a team.

The Institute carefully places the multi dimension of environment and sustainability as a crosscutting issue. The curriculum of the Institute is designed integrating these cross cutting issues pertaining to gender, human values and professional ethics in degree in all the departments across different schools.

File Description	Document
List of activities conducted in support of the above	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.

Response:

The school education system in India is the largest in the world. Catering to over 260 million young people each year.

At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic background are. It is strongly connected to the notions of intercultural and multicultural education.

Development of school system.

The National Council of Educational Research and Training administers curriculum and provides support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how diversity is acknowledged in a classroom setting.

- The college incorporates lesson plans that account for all forms of diversity.
- Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them.
- Students feel safer in school and in life when they are educated in a diverse setting.
- Our administration readies graduates for promoting and teaching diversity as a means of accepting it.
- Our University develops learning skills to build communities promoting diversity and employing human resource functions such as recruitment and orientation.

Various boards of school education.

The college provides the knowledge about the education boards in India, which are diverse and equally qualitative when it comes to providing education. The introduction and functioning of the four boards that are in the Indian education are provided in the curriculum.

They are Secondary school certificate(SSC), Indian Certificate of Secondary Education(ICSE), Central Board of Secondary Education(CBSE) and IB school.

Assessment systems norms and Standards.

Assessment is a process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools.

- A prognostic assessment expands the findings of an assessment with analysis of abilities and potentials with a further dimension.
- Formative assessment provides feedback and information during the instructional process while learning is taking place and while learning is occurring.
- Diagnostic assessment helps to identify the students current knowledge of subject, their skill sets and capabilities.
- Summative assessment takes place after the learning has been completed.

An international and comparative perspective.

Throughout different countries, contexts and educational systems, Multiculturalism as a normative program as well as intercultural education as a diversity driven pedagogical strategy have become truly global throughout the last decades. The education system in India is divided into pre primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The international schools provide similar standards of schooling around the globe, providing for an easy transition between schools. The University imparts knowledge about

- Using a practical approach rather than theoretical while teaching so that the education becomes more interesting by implementing the knowledge practically.
- Taking education as a continuous learning process and not a formality.
- Practical implementation of knowledge rather than scoring good marks.
- Updating the educational system according to the new trends and technologies.

File Description	Document
Documentary evidence in support of the claim	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 learn by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less developed or incomplete conceptual frameworks.

They may also harbor misconceptions or erroneous ways of thinking which can limit or weaken connections with new knowledge. Our institution enables instructors to -

- To build approaches that help students develop and learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable, rooted in a solid memory and skills foundation and easily retrieved.
- The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect, cobuild course road maps.
- The teachers provide scope to open lessons with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public.

- When the clear transitions are provided, lecturing can build knowledge more effectively while the simple use of a whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding.
- The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibility that students will offer incorrect, inaccurate, or misguided responses at times.
- This builds a learning culture. The teachers demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma, tracing the ways they link words and images to form a literary Interpretation.

Efforts made by the institution to make the students ready for the professional field.

- The institution encourages students to focus on oral and written communication.
- Soft skills. Provides training for resume writing, interview etiquette and other workforce skills.
- Provides better and more up- to- date career guidance counseling.
- Help students to set realistic expectations for first jobs after graduation.
- Provides more opportunity for real world job experiences.
- Teaches basic personal finance at the earliest opportunity. Provide and remote mentors.
- Tries to improve on the Communication skills, critical thinking and analytical reasoning skills, application of knowledge and skills in real world settings and complex problem solving.
- Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.
- Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world.

File Description	Document
Documentary evidence in support of the claim	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: B. Any 4 of the above

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

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	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: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	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: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
77	81	65	90	79

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

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

Response: 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	1	0	1	1

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

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

Response:

There are many ways to assess the learning levels of the students by the Institute at the time of commencement of the programme, students enrolled are categorised as slow and advance learners on their entrance test conducted by the department. Special coaching classes are conducted for the slow learners and their performance is evaluated from time to time.

Periodic Assessment provides Institutes with up to date information about what each student knows and can do so that teachers can target teaching to the learning needs of every child and helps to keep track on students for success.

- The Institute offers several types of periodic assessment for grades in all the classes.
- The Institute chooses the combination of assessments that meet their needs. They can also make their own assessments.
- Student learning is measured through periodic assessment as slow learners and advance learners.
- Institute organises orientation programmes for both types of learner at the Institute level.

The Institute provides for one – one interaction between teachers and students

- Various workshops and seminar are conducted which provides scope for all types of learners to come out with their problems and discuss with the teachers and other Head of the departments.
- Interaction helps the teachers to monitor, prevent and re-direct mis behaviour.
- The teachers provide activities and directions so that maximum time can be spent in learning activities.
- The teachers engage students in activities and facilitate activities so that learning opportunities are

maximised.

e. One to One interactions provide instructional support to the students which promotes students high order thinking skills.

f. Teachers expand participation and learning through feedback to students .

The Institute provides for remedial classes for struggling learners to shore up their basic skills. This extra support can help them catchup to their peers

a. Remedials programs are designed to close the gap between what a student knows and what he is expected to know.

b. These classes often target reading or maths skills.

c. In many cases students are removed from their regular class rooms and taught in another setting.

d. Many students require extra help remedial programs. For example, there is lot of concern about the reading proficiency gap. Teachers are advised to focus on this shortcoming and impart necessary skills.

e. Students who have gaps in their learning because of frequent absences or attention issues are provided with remedial classes.

Some students who may not progress in remedial programmes they may have learning disability. The Institute provides specialised instructions for such students. Remedial programmes are –

- Research based using proven teaching methods.
- Teach Step by Step without skipping over content.
- Conducted at the student pace.

Offer regular reviews and practices exercises to re enforce learning and practice applying new knowledge.

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

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
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
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 13:1

2.2.4.1 Number of mentors in the Institution

Response: 8

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 institution shows the use of student centric method in teaching learning to improve critical thinking creativity and problem solving skills among students .

- Case studies are provided and students are asked to prepare projects.
- Projects are done on various subjects for example zoology, biology, political science etc.
- Project methods are commonly used by the teachers as per the requirement.

- The project work gives larger scope to the students to remain active, Co operate and interact with each other and gain self confidence.
- Debate & Group discussion is used to develop creativity and helps in increasing knowledge and to make classroom interaction more effective.
- Lectures are given through PowerPoint presentation by the faculty members.

Experimental learning

- Students are provided to play a role as a teacher, having an experience to teach in classroom at Department level students are also encouraged to organize programs. This type of learning helps students to improve their knowledge, presentation skills and personality development.
- Teaching through demonstrations, visual aids, periodical industrial visits, organising exhibition, presenting papers, analysing case studies and participating and conducting quiz on theory topics .
- The student seminar organised wherein the papers are presented by students on contemporary topics to enrich their learning experience.
- Summer internship projects teach valuable on the job skills and provide excellent networking opportunities to the students.
- The first year students are divided into groups and given with the project to be completed during their summer vacation the final presentation and vice versa is conducted at the end of the third semester and the best projects are awarded. Case study analysis and Discussions - the case method is a participatory discussion based way of learning with students gain skills in critical thinking communication and group dynamics.

Participative Learning

- Group discussions, small group exercises, assignments, allocation quizzes, case study projects etc are examples of participative learning.
- Participative learning encourage students to actively involve them in the learning process for example Google Classroom apps are used to teach some subjects, sometime WhatsApp groups.

are created for the students to discuss their issues with the teachers concerning their subjects and solve their problems.

Co Curricular Activities

- Workshop and educational tools at district levels are organized.

Students are encouraged to participate in various Co curricular activities which support teaching learning process.

- Learning through extracurricular activities for example special celebrations like teachers day, self discipline day and other cultural programs are organized .
- The students are encouraged to participate in intercollege cultural and sport competitions.

Group Learning Method

- Under group learning heterogeneous group of students comprising fast, average and slow learners are divided into groups of five to 10 members.

Group discussion management games, group projects or assignments are conducted by the MBA Department under group learning method.

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	22	20	7	7

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

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

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

Response: B. Any 3 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
Data as per Data Template	View Document

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

Response:

An effective mentoring can have a powerful impact on students during the time they are in college and also when they enter graduate or professional school. Students overall success will be influenced significantly.

by the impact of the mentoring relationships with Faculty.

Working in teams.

- The mentor joins the students in unit and lesson planning and carrying out those plans in the classroom, aiming to help the students to understand the knowledge and thinking that informs the planning to guide the students in using effective strategies throughout the planning and teaching process.
- The mentor takes an active role in helping the students to articulate goals for growth and to assess progress in working towards those goals and in return, the intern agrees that it is important to hold goals for one's own growth and tries to set them and involves a mentor in helping to assess growth towards a goal.
- The mentor sets the ways of thinking about teaching in specific contexts and the students understand the thinking behind the teacher's actions.

- The mentor models a set of teaching practices thinking aloud so the students can both observe the mentors actions and understand how the mentor thinks about those actions in situations.
- A mentor welcomes students to talk often and invites them to discussions.

Dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress.

When the word diversity is used, it means different things to different faculty and. Likewise, it also means different things to students mentees.

- The faculty mentors guide students in identifying campus resources that can help them optimally before problems develop.
- Mentors direct students to individuals and campus offices that can address particular non academic needs that are best handled by others.
- A mentor helps students to develop multiple and varied relationships. A student who is away from home may find comfort with an individual who is like a parent away from home.
- Mentoring students with backgrounds different from one's own, particularly minority and woman students helps them to attain self confidence.
- Workshops are held to help the mentors gain the knowledge and skill to recognize some of the biases and prejudices they bring to the mentor- mentee relationship.
- The mentors tries to implement concrete strategies for addressing issue of diversity .
- They engage in conversations about diversity with their mentees.
- The mentors try to influence their mentee's decision to commit to careers.
- They also try to improve their multicultural competency.

Keeping oneself abreast with recent developments in education and life.

The mentor keeps abreast of recent developments in education by -

- Journals, magazines and websites are great resources for keeping abreast of recent developments in education. Journals provide more specific, topic oriented articles.
- The mentors guide.

students to follow the news in the world and follow the advice of the best teachers of the best universities in the world

The mentor helps develop intellectual interventional skills, including and going beyond those related to research.

File Description	Document
Documentary evidence in support of the claim	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
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

Innovation and creativity are fundamental to all academic disciplines and educational. activities. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable, and teaching creativity means teachers using imaginative approaches to make learning more interesting, exciting and effective. The institution aims at nurturing the students creativity in many different ways -

- The teacher uses students interest to immerse them in the learning journey.
- They design a learning environment and a schedule that encourages play discovery and useful failure.
- They help connect problems and their solutions to real world situations. using inquiry learning tools.
- Try to stretch the students to take creative risks and do what they are unsure of.

Case 1

Innovative tools used by a teacher

- Multimedia learning process.- Multimedia is the combination of various digital media types such as text, images, audio and video into an integrated multi sensory interactive application or presentation to convey information.

Our institution is moving towards problem based learning as a solution to producing graduates who are creative and can think critically, analytically and solve problems. Problem based learning is an innovative measure to encourage students to learn through real life problems. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation by incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modes which would make them more motivated to pay more

attention to the information presented and retain the information better. The use of text spoken words, sound and music, graphics, animations and still picture makes the learning more interesting.

Impact on students.

- These tools make the teaching learning process dynamic and easy for the students.
- Reading process becomes more dynamic instead of the written presentation of the texts printed in the book.
- Presenting different drawings and pictures support the clarification of ideas and communication of information.
- The students can move easily from a presented subject to another, provides a good chance for questions and discussions.
- There is more scope of rising attention and interaction between students and the educational subject.
- They help learners remember and transfer their knowledge. Multimedia learning takes advantage of the brain's ability to make connections between verbal and visual representations of the content, leading to a deeper understanding, which in turn supports the transfer of learning to other situations.
- Students can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

Case 2.

Mind map

This tool is often used by the teachers as a way of helping students make notes that used only keywords and images but mind map is also used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The non linear nature of mind Maps make it easy to link and cross reference different elements of the map. They are also very quick to review as it is easy to refresh information in your mind just by glancing it once. Mind Maps can also be effective and remembering their shape and structure can provide the clues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The teacher uses mind mapping so that the students learn and remember more effectively by using the full range of visual and sensory tools. Pictures, music, color, even touch and smell play a part in our learning memory will help to re collect information for long time.

The teacher can select any topic out of the textbook and make a mind map and explain it. This will help to build up own creativity, thinking and cross linking between ideas that exist in your own minds.

For eg If the teacher explains any particular information with the help of graph charts will make a high impact in the minds of the students and keeping this as a core aspect, the teachers may try to picturize the concepts and show the same to the students. A teacher can use this tool of mind mapping to explore concepts in more details to come up with a new ideas and facilitate a better understanding of relationships and connections. The teacher teaches through mindmapping by putting central or the main idea in the center of the map and then creating branches of related ideas that radiate out in all directions. Those branches can have sub branches to further expand on ideas and concepts.

Impact on students

- Students get a better understanding of new ideas by having them create a mind map.
- Mind map can assist with understanding because it conveys relationships allowing students to see the big picture.
- Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
- Students can create an essay outline, gather arguments and quotes, or brainstorm ideas for the essays with mind maps Students love to engage in active thinking instead of transcription by using mind Maps or note taking.
- Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
- Mind maps act as a great tool to help with memorization from vocabulary words to a foreign language. Mind map creates clear understanding in the mind of students.
- They can use a power point widely and their innovative thinking improves.
- Students actively engage in their learning. Often by connecting their prior knowledge to new information.
- Mind Maps helps students learn information by forcing them to organize it and add images and color to it.

File Description	Document
Documentary evidence in support of the claim	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: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**

3. Performance tests
4. Oral assessment
5. Rating Scales

Response: B. Any 3 or 4 of the above

File Description	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: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

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

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

2.4.8 Internship programme is systematically planned with necessary preparedness..**Response:**

An internship is the idea Ideally fit for an individual and employer. An internship is any carefully monitored, meaningful learning experience in which an individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. The advantage of providing internship is the opportunity to select and develop your future talent. The Institution gets opportunity to evaluate and screen potential employees prior to making a full time position offer which leads to financial savings. The Institute provides for an orientation program which aims at -

- Ensuring the assignment of challenging projects and. tasks.
- Provide projects that complement academic programs.
- Provide adequate, reliable and regular supervision and mentoring.
- Prepares the interns about the concerns and challenges he or she faces seem to occur in a predictable order.
- Students are prepared to keep their morale high and trust in themselves.
- They are prepared for transition into professional from apprentice.
- Realization of good platform to demand more from self and assignment increase workload and responsibility.
- Explaining them that the internship, even though it includes actual operations of the facilities of the employer, is similar to training, which would be given in an educational environment.
- Telling them that the employer that provides the training derives no immediate advantage from the activities of the intern and on occasion its operation may actually be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the internship.
- The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

The institution has learning agreement forms that are asked to complete by students. An internship can only be a true learning experience if constructive feedback is provided. The mentors or supervisor help the interns for transition from the classroom to the workplace.

Students doing internships complete a weekly diary that logs their experiences and insights gained from them. Students also send regular emails to their own campus internship supervisors. At the conclusion of the internship, they prepare a paper that includes an overview of the accounting field, an overview of the institution where the internship was completed, a reaction to the internship, and an evaluation of it based

on its relationship to previously completed coursework. All these materials are assessed by the on campus internship teacher. Both students and the supervisors are given opportunities to assess the internship program and their experiences created with it. This feedback helps those responsible for the program to adjust course content, assignments, and activities so that the degree program curriculum and the internship are coordinated and integrated learning experiences. An intern gets the exposure of different types of school while doing their internship. They get the idea of -

- Working environment of the school.
- Idea about the curriculum, rules and regulations.
- An idea to determine where do you think you best fit would be and if this is the right career choice for you?
- Get time to prepare for the future career prospects.

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

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

Response: 10

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

Response: 10

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

2.4.10 Nature of internee engagement during internship consists of

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

9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in 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 is an integral requirement for B.Ed program.

Institute internships has become an absolute must do for career oriented students. Most of the times interns are assigned off the subject tasks that do no good for them, so it is essential to evaluate the success of the internship program by the end of it.

Role of teachers, Educators, School Principal.

The training program formally and informally assesses each intern throughout the year as to their progress in mastering the profession wide program- specific competences. Interns are expected to grow professionally and build on existing skills over the course of their training year. The institution makes every effort to provide supervision and a learning environment that promotes this change, accompanied by appropriate support, guidance, and challenge given by the teachers. After the evaluation, feedback is provided to facilitate the professional and personal growth of Interns and this will ideally be timely, objective, constructive, comprehensive, an ongoing. The teachers regularly informally assess the programs of the interns and also assess the components and the comprehensive nature of the training program. The Institute follows checklist while monitoring the internship program -

- The teachers monitor and evaluate the knowledge gained and the learning that the intern has grasped during the internship because the purpose of undertaking Institute internship is to bridge the gap between theoretical knowledge and the real corporate world with real like job experience.
- First presentation research is monitored properly because it boosts the self esteem and confidence of the intern.
- The institution monitors whether the interns are maintaining cordial relationship with fellow interns, seniors, cross Department colleagues, and almost anyone they are working with.
- The institution strives to give proper motivation to the interns because a motivated Intern works better. Internship certificates are awarded to all the interns, but Sometimes extra certificate of

appreciation or recommendation letter or even a full time job offer for good performances are given to the intern.

- The institution takes into consideration the feedback received by the project managers and HR to discuss the performance of the intern.
- The institution monitors and checks whether the written evaluations of intern performance need adjustment.
- Getting written performance evaluation for all the interns done simply makes the internship program run smoother and ensure all interns are evaluated equally.
- The investigator tries to reflect and evaluate the effectiveness of internship program based on the teacher trainees opinion and feedback. The main objective of the paper is to understand the mindset of trainees through the internship to realize and prepare them to perform the duties of a teacher in the school ,to find tentative solutions to the constraints faced.
- The teachers monitor the knowledge gained by the interns on the criterion of new teaching techniques, strategies, ideas and resources.

The continuous an effective monitoring mechanisms during internship programs provided by the Institute the interns gain confidence and feel much more motivated and empowered to succeed.

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: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	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: B. Any 4 of the above

File Description	Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 18.75	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 3	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 7.56	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year	
Response: 121	
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 teachers need to keep on acquiring and updating knowledge of what they teach in classrooms, periodically keeping up with changing world. Winds of change blowing from one decade to another from one area to another, bring new concepts to old theories and ideas. The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching learning process to suit the requirements of the day.

Professional development

A professional educator is always learning and growing their craft. They are on an endless journey where they're always looking for new ideas or teaching strategies.

Teachers in order to let learners learn in the best possible ways, adapt to the changes from time to time through many ways. Learners live in a different setup as compared to teachers. This gap is bridged by teachers only when they reach out to the mental level of the learners. Teachers need to update themselves to demonstrate some characteristics to handle the changing times and trends in education sphere.

- As there is an extensive accessibility to Internet which helps students tremendously keeping themselves abreast of all modern facilities in trends in various fields, including education ,teachers also keep them updated through Internet, so they are not proved to be ignorant.
- Teachers make books ready groups which is an effective form of professional development at all levels they can use to facilitate their professional growth.
- Teachers choose a book on the topic that interest everyone in the group, but that is sufficiently open ended to encourage new learning and through reading and discussion.
- Teachers visit the classrooms of colleagues to view innovative teaching practices and expand and refine their own personal pedagogy.
- Teachers involve themselves on focused discussions which is a process that can help them reflect together about any issue, large or small. A facilitator leads to conversation and ask the series of questions that elicit responses that take the group from the surface of the topic to its in depth implications.
- The institution gives the opportunity to the teachers to attend workshops designed for school staff. These workshops are offered as full or half day sessions or as part of an ongoing program of school based professional development.
- Teachers attend seminars and training leads to improve ment in teachers performance and help create an effective learning environment, improve teaching learning situations,
- Teachers have joined a professional scholarly Journal, go online and read educational blogs or read some literature on education in the library.
- Teachers participate in educational conferences or workshops, Online seminars makes them more effective.
- Teachers take the time to observe other teachers. These teachers can be a great source of knowledge for Oneself.

Once the performance is improved, the teachers share their knowledge with others and contribute to their profession.

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

2.6 Evaluation Process

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

Response:

Internal assessment or curriculum embedded assessment evaluates what students do when they are in the classroom. An ongoing practice of internal assessment enables teachers to monitor learning as part of their teaching process. In this process the teachers and school judge the students performance on the basis of his performance, also this process does not involve any outside person for assessment. The speed volume and effectiveness of an organization's growth are direct products of its health that is the purpose of an internal assessment- to identify and plan out the needed maintenance of the organization so that it can continue to move towards its vision. The internal assessment of examinations is the mirror of the success of teaching. This helps in upgrading the graph of students academic success. Internal examinations are conducted by the institution to evaluate teaching. In our Institute tests are taken by the respective subject teachers after the completion on prescribed topics. At the end of assessment of tests subject teachers suggest required improvement in writing. The answer sheets are shown to the students to know their weaknesses so that they can understand the mistakes made in the papers and the record is being made in the form of mark sheets of unit tests.

Our Institute takes the following transparency initiatives for the internal assessment -

- The schedule of internal evaluation and Institute evaluation and also the distribution of marks is given to the students on the institute's noticeboard.
- Each Department displays the continuous assessment report for all the courses every month.
- To review the evaluation process staff meetings are conducted periodically. After the end of tests marks are displayed within a week.
- After the end of each semester marks for the term work are also displayed.
- Final internal marks are evaluated by two internal examiners.
- The principal verifies the internal marks for all the students at the end of each semester.

Our Institute aims at ensuring that the evaluation process of internal exams is fair and flawless. This is specially important for the graduates and the post graduates because the overall evaluation procedure for both these are covered under the continuous and comprehensive evaluation scheme.

Effective assessment of students is a key to the success of any educational system. With the introduction of series of educational reforms our Institute is deeply committed to ensure free effective assessment of its

students .

- There is complete transparency in the internal assessment for each assessment method.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	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 institution follows a set procedure which brings grievances into the open so that the institution can know them and can take necessary action to settle them. It covers the receipt and processing of complaints from the students, and action taken on any issue raised by them to avail services more effectively. The college has a well organized mechanism for redressal of examination related grievances. The students can approach the Teachers, College examination officer, and principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.

- After the evaluation is done for the examination, if any student feels that the marks given to him in any paper are not just ,he or she can apply revaluation by remitting the fees to the college.

- Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- The subject handling faculties with Department head deals with the grievances related to university question paper after informing the principal like questions out of syllabus, repeated questions, Improper distribution of marks, Marks missed ,wrong questions numbered etc.
- If student has any grievances related to evaluation of University answer scripts are intimated to the subject handling faculty and head of the Department if necessary.
- The mentor deals with the doubts the students come across, clarifies them which enables them to do better in future.
- The corrected answer scripts at random are verified by head of Department to ensure the standard evaluation process.
- The students have a right to apply for verification with photocopy of answer sheets.
- The institution gives right to students to challenge the evaluation of answer books.
- If students face any problem during examination. They are solved by the institution Chief Examination officer. The grievances during the conduction of theory examination are considered and discussed in consultation with the Principal and, if necessary, forwarded to the University by examination section.
- Students are allowed to apply for evaluation, recounting and challenged evaluation by paying necessary fee to the University if they are not satisfied with the University valuation through college.
- Norms regarding grievances are displayed on University website. The institution follows the University policy. The entire mechanism to deal with examination related grievances is time based as per University rules and regulations.
- Question papers are reviewed which are made by faculty to find out the percentage of toughness in

the question paper and the feedback is given to the Department head.

Table marking and seating arrangement is also displayed on the notice board along with the timetable.

If any grievances are reported repeated after the evaluation they are resolved immediately and submitted by the concerned faculty to the Department. University decision or information after resolving the grievances, is intimated immediately to the concerned Departments once it is obtained through their Principal. It is also conveyed to the students through class coordinators and subject handling faculties.

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

Response:

An academic calendar is of vital importance for the Institute to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Institute annual Calendar is a representation of planning of Institute which is scheduled for the entire year. It is a setting of exact activities that can be done according to appropriate time. The annual calendar is a planning tool for Institute to do all the Institute related programs in a particular time. It is also useful for prospective students, alumni and parents as well. The institution prepares and publishes academic calendar before the commencement of the Academic year containing the relevant information regarding the teaching learning schedule, working days, various events to be organized, holidays, dates of internal examination, semester examination etc. Our

Academic calendar represents planning of Institute schedule for whole semester to make aware the teachers and students about important dates driven information. The calendar talks about academic and non Academic activities in addition to cultural events. The sole purpose of incorporating academic calendar is to improve the teaching learning qualities to finish the assigned task within the deadlines and instill among teachers and students about the importance of professional standard.

- The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.
- The Institute Academic calendar gives particular period to conduct extracurricular and social activities such as celebration of birth and date anniversary's of the national icons, Celebration of various national and international days.
- The Institute adopts the strategy of continuous internal evaluation, seminars, Project work, unit tests and semester examination through which the Academic progress is monitored regularly. The Institute forms an examination committee to monitor the overall internal assessment process.
- When the Institute receives the list of students who are enrolled for the examination it prepares seating arrangement chart list of invigilators etc.
- Besides the assessment, midterm examinations are held.
- The Institute completes all its practical examinations B before the commencement of the end of term examination.
- At the end of semester there is one examination in each course which is of three hours.
- The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher.
- The teacher rectifies any error on the spot, if any.
- The reexamination is permitted only for theory examination which are offered by the student during a semester.
- The academic calendar displays the following -
 - Class assessment Date
 - Display of marks of assessment Date
 - Cultural activities.
 - Extension and outreach program schedules
 - Practical examination.
 - Midterm examination date
 - Display of marks of midterm examination.
 - Co curricular activities.
 - Final examination. Date
 - Display of marks of final examination.
 - Revaluation.

The institute has been complying with the planned schedules.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	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:

An institution implements learning outcomes at the program or institutional level, to assess student learning over multiple courses and to monitor whether students have acquired the necessary knowledge and skills at one stage to be able to move on to the next. A learning outcome approach to teaching and a learning oriented assessment are increasingly framing higher education. Learning outcomes are specific statements of what students will be able to do when they successfully complete a learning experience.

Programme outcomes – The Institute's PO achieve following:

- To develop competences among student teachers, to select and use appropriate assessment strategies for facilitating learning.
- To anticipate what the students will gain from an educational experience.
- To track their progress and know where they stand. Know in advance how they will be assessed.
- To learn from and make changes to curriculum to improve student learning. To describe to students what is expected of them.
- To assess how the outcomes of a single course align with larger outcomes for an entire program.
- To be able to interact with children from diverse social, economic and diverse backgrounds.
- To enable student teachers to acquire necessary competences for organizing learning experiences.
- To build skills and abilities of communication, reflection, art, aesthetics, theater and Self experience.
- To develop understanding about teaching , School management and community involvement.
- To develop teachers who are professionally equipped with skills of competences for changing technological needs and global concerns.
- D.EL.Ed Aims at preparing features for the elementary stage of education.
- To facilitate children's learning and development and to know their Problems and rights.
- To facilitate acquisition of knowledge and skills by the students in different curricular areas.
- To develop the requisite understanding through his or her own observation, experimentation, and reflection.
- To prepare teachers who are able to continuously assess and improve their professional practice as teachers, by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners.
- Analyze the textbooks and syllabus.
- Applying teaching skills and dealing with classroom problems.

Course outcome – The Institute CO achieve following:

- Develop skills for logistic development of learner.
- Develop skills in all the functional area of education and management by providing multiple opportunities for experience based learning.
- Provide such education that will influence thinking and achievements at that workplace. Develop key management and tutorial skills.
- Understand learning as divergent process. Understand the classroom in social context. Study of childhood, child development and adolescence.
- Understand the language background of students as the first or second language users. Understand

theory related to human needs change with time.

- Understand methods of study and validation of knowledge in changing scenario. Bring about an understanding of the culture, policies, and practices that need to be addressed in order to create an inclusive school.
- Conceptualize the meaning and different perspectives of curriculum.
- Understand the different types of curriculum with respect to their main orientation and approaches.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 99.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	97	99	100	96

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

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:

Student Progress Monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of the teaching and make more informed instructional decisions. Teachers use progress monitoring to make students learn more and to become more aware of their own performance. When teachers Keep track of their students progress they are better able to identify students in need of additional or different forms of instructions for students to achieve better. Our college monitor student learning to provide some answer to the questions as to how the students prepare to meet the challenges of the future, How they are able to analyze, reason and communicate their ideas effectively and whether they have the capacity to continue learning through out life. The teachers do classroom monitoring by

- Questioning students during classroom discussions to check their understanding of the material being taught.
- Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding.
- Administering and correcting tests and recording scores.
- Reviewing student performance data collected and recorded and using these data to make needed adjustment in instruction.
- Setting high standards and then monitoring students work, the students effort and achievement increase.
- Holding students accountable for their work, and following through with rewards, facilitates learning and enhances achievement.
- Collecting, scoring and recording results of classwork and homework.
- The teachers keep academic performance records such as grades and report cards, provide insight about student progress, and help parents and teachers make important decisions regarding students learning needs.
- Academic records show a students growth in progress as well as any areas of weakness. It is specially important to document successes and failures in the classroom so that students can get support when needed.
- Our institution requires teachers to digitally input student assessment scores at regular intervals, such as once per week or before the end of each quarter and also to keep paper based records of students grades as a backup, which can be simple printouts of the digital gradebook.
- To keep the record of some documents that demonstrate evidence of students Academic performance and scope for improvement are tests and quizzes writing samples, artwork, formative assessments and checklists project rubrics, Student reflections.
- Written records such as. Report cards provide a great deal of information about students performance. If students aren't doing well in class, a well kept record of attendance can help offer insight.
- The teachers allow some students to rewrite and resubmit selected pieces of work, or make assignment submissions or two or multi stage process in which drafts may be submitted for feedback.

The teachers may invite students to identify the areas of weakness from the previous assessment and then reflect on how they have improved thus showing that involving students in assessment and feedback helps them understand their expectations.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 100

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

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

The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding of the concept. For example, a planning session about future projects related to teaching learning in which the students work in small groups on different topics. Issues lead to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even start as a powerful influence in how the students conduct themselves throughout the activity and what they learn. To best support their students learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom.

- Teachers make professional judgments on student performance in every teaching and learning session undertaken, whether consciously or subconsciously. And thus, using these professional Judgments and translating them into feedback on the quality of individuals work is the focus of assessment for learning.
- Assessment for learning and quality feedback has promoted increased student progress.
- Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to learners on their performance with a view to improving their work.
- The teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their performance.
- Teachers have created learning opportunities where students can progress at their own pace and undertake consolidation activities where necessary.
- The individuality of feedback has a facility to support weaker learners and challenge more able learners.
- Teachers set tasks and activities and pose questions to learners. Students respond to the tasks, activities and questions and the teachers make judgments on the student knowledge, understanding and Skills acquisition as evidenced in the learners responses.
- It is important that the learners in a group understand what they're trying to achieve in a given task and why they're doing it.
- Feedback on assessment has helped students improve in a specific activity when feedback provides correction or improvement in a piece of work, it is valued by learners and act as an incredible motivator.

- Teachers demonstrate that they believe that all learners can learn and improve, but the improvements must be measured against their own previous performance and not that of others.
- The teachers encourages students to observe how others are responding to a task so that they will begin to apply the assessment criteria to their own work.
- The teachers plan opportunities for learners to use the feedback provided on the assessment decision to further progress.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[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
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	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

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: 0.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	2	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 10.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	15	4	6

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

File Description	Document
Data as per Data Template	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:

It involves a great effort and hard work by the institution to conduct outreach programs. Every institution has to make sure to impact the lives of the people of the community through the implementation of projects and it needs a combination of dedication, patience, research and social skills. The Institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and community development through various activities every year, programs are organized under which students and staff participate voluntarily in community based activities.

- There is a regular involvement of students and staff in the programs organized by the college to participate voluntarily in community based activities.
- Various awareness programs, workshops, roadshows with themes like cleanliness, green environment and tree plantation, gender sensitization, traffic rule awareness demonetization and digital payment and empowerment of girls and women and health acid attack survivors are organized.
- Blood donation camps, awareness programme on health and hygiene, Distribution of study materials to the students, awareness on junk food, Tree plantation etc are organized.
- Other programs like awareness of oral health, farmer training and training for rural women are also

organized.

The institution follows some steps to organize an outreach activity.

- Choosing the community.
- Determining the needs of community.

- Creating an effective outreach is by studying the chosen community well. The market research and field studies to be able to understand the beneficiaries fully.
- Determining the problems experienced by the community.
- Determining the purpose of outreach program and choosing the community.
- Organizing the team.
- Set the date and venue.
- Draft the flow of the program.
- Collection of funds.
- Determining the budget.

The Institute include social work as a part of the curriculum in which a lot of hard work is needed by the faculty and the cooperation of local communities and establishment of network with the government organization, and non government organizations.

- Outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like child abuse, beggars female child ,victims of violence ,old Refugees and displaced persons.
- The activities conducted imbibe the values of social responsibility like taking deep interest in environmental related issues, promoting cleanliness, Understanding and sharing the need of underprivileged children and helping people in need and distress.
- The activities help the students to develop skill and aptitude for problem solving and also social skills, communication skills, management skills, leadership skills, analytical skills, etc.
- Helps to develop a passion and brotherhood towards community and affected people.
- An outreach program create a partnership between the communities and the educational institutions. Such programs build on each other's strength and develop their roles as change agents for improving health professions knowledge, civic responsibility and the overall health of communities.

Outreach activities help students to better understand theory in their lectures.

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.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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: 1

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: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	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: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	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 facilitates for sports and games. It has adequate facilities for sports, games, gym, yoga Centre and cultural activities. In order to implement the plans and achieve desired goal, the Institute has created adequate infrastructure in terms of art, computer labs ,library, language lab, faculty rooms and classrooms seminar halls with audio visual facility.

The campus has Internet facility. The campus has well equipped playground, gym, hostel and mess. it also has facilities like Xerox ,stationary store ,ATM within the campus. At the beginning of the academic year need assessment for replacement up gradation addition of the existing infrastructure is carried out based on the suggestions from heads of the Department ,lab technicians and system administration after reviewing course requirements computer student ratio ,budget constraints, working condition of the existing equipment and also students grievances. Committee plans for all requirements regarding classrooms laboratories furniture and other equipments.

- Workshops awareness programs training programs for faculty on the use of new technology ensures optimal deployment of infrastructure.
- Proper utilization of physical infrastructure is done after college hours to conduct certificate courses Co curricular activities parent teachers meeting campus recruitment training classes campus recruitments meetings seminars conferences etc.
- Innovative teaching learning practices ensures optimal utilization of resources.
- Appointment of well qualified teachers technicians administrators ensures effective utilization of infrastructure.

Our college provides adequate academic facilities like well equipped tutorial rooms with green board and benches. Laboratories are well equipped with multiple sets of apparatus.

Computer rooms are equipped with latest configuration desktops and software. Seminar Hall is spacious with enough seating capacity.

Adequacy of budget allocation

- The head of the Department instructs the concerned lab in charges to provide the budget required for the coming academic year.
- The budget provided by the Institute to the Department is adequate to maintain and procure new items for the Departments who meet the academic requirements.
- The yearly budget is prepared according to the needs and requirements of the department's taking into consideration of annual intake of students laboratory and infrastructure developments.
- The allocated funds are utilized properly and are adequate as per the academic requirements.

The college ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts as well as outsourced to appropriate outside agencies a full time caretaker is appointed by the college to ensure the cleanliness, hygiene, sanitation, water supply electricity, security and stationary condition and to update the Principal of the institution about the state of affairs. Furniture and equipment are purchased on regular basis as per the requirement. The college has its own full time Plumber, electrician, sweepers and gardeners to maintain the lawns and floor of the college. The colleague makes recommendations periodically about the need for expanding the existing space up gradation remodeling or reusing the existing space.

File Description	Document
List of physical facilities available for teaching learning	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: 100

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

Response: 8

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

Response: 8

File Description	Document
Data as per Data Template	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
15526908.37	17567581	19514019	16157521	12846726

File Description	Document
Data as per Data Template	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:

An integrated library system, also known as a library management system, is an enterprise resource planning system for a library used to track items owned, orders made, bills paid, and patrons who have borrowed. The college has Central Library and one Department library. The room for reading is well furnished and can easily accommodate students at a time.

- The library plays a central role in enhancing the quality of Academic and research environment in Educational institution.
- There is a huge collection of academic books, journals, magazines, research projects, rare books, other knowledgeable books, and newspapers in the Institute Library.
- The books are made available to the students to increase the knowledge and understanding on various subjects. The College Library is an important hub of student life.
- where the student can check books, conduct their research, find a quiet place to study and maybe even flip through magazine.
- The students can extend their search with use of Internet, eBooks', ejournals etc made available in the digital library.
- The Institute library exhibits positive impact on the Academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge to various means.

The Institute is installed with integrated library management system. This includes.

- The Institute is installed with integrated library management system.
- This includes. Newspaper entries.
- Dues collection.
- Students I- card, barcode and books barcode print.
- Stock checking.

Library management.

- Student membership is open and library card and ID card is issued.
- Circulation of books, journals, question Paper, Research Project, CD, newspaper and other Exam books. Register users on borrowers log.
- In case the student exceed date of return or the book is lost.
- The student should replace the same copy of the book.
- No fine if the book is returned on due date.
- Student apply for clearance and the dues are checked in software.

- Students name is entered in the clearance Register and then the service stops.

The library is automated with Integrated Library Management Software. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done to the software. The books are being bar coded and the users are given unique barcode ID. The library is provided with Wi-Fi facility.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

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

Response:

The institute currently does not remote access to library resources.

Students & staff are using Digital Library resource and e-pathshala via their mobile application.

The instute is working on an ERP platform and to upload ebooks.

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	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: 59585.6

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five

years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
17535	26748	37605	81970	134070

File Description	Document
Data as per Data Template	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 last completed academic year

Response: 7.87

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: 225

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: 205

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: 195

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: 178

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: 110

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The Institute has a 24*7 Wi-Fi facility in the college campus for the student and faculty members to avail Internet connection at any place in the college and hostel. IT facilities are well developed, adequate number of computers with printers, scanners and high speed Internet are available in office examination section, computer room, store and library.

- Free Wi-Fi facility is provided to the students in the institution.
- They can access Internet facility through their mobile phones, tablet or laptop in the college campus.
- All the departments have LCD projectors, overhead projectors, printers and scanners.
- The computers and printers of all the department's have software installed in them and the hardware is also maintained from time to time.
- Most of the department's have computers, most of which have Internet facility like Wi-Fi for preparation of PowerPoint presentation as teaching learning materials.
- Most of the departments have LCD for PowerPoint presentation of students at PG level. Installation of software and maintenance, an upgradation of hardware is done on contractual basis.
- Expert help is taken by the college for the maintenance and repairs of computers.
- The campus is well connected with a well planned telecom network with intercom facilities.
- Wi-Fi zones are set at various locations, such as reading halls. Hostels, department 's corridors, and the lawn area.
- Staff and students can access this facility on their laptops by registering themselves.
- Lab assistants are available to support students and faculty in their queries.
- The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities.
- Information about upcoming events is available on the website. This information includes a time and date along with details about the event.
- Following the completion of the event ,pictures, and minutes of the event are also uploaded for easy access.
- This allows the parents to be aware of the programs we conducted in college as well.
- For easier communication, circulars, including important notices to students and parents, are also posted online.
- The academic calendar, as well as the course information, is also updated in the beginning of every academic year. The technology at College is constantly updated.

Effective utilization of Infrastructure is insured through appointment of adequate and well qualified lab technicians and administrator. Renewal of AMC is done at the beginning of the Academic year for the deployed software application. The Institute has always been reviewing the current needs and accordingly

the Internet bandwidth is upgraded from time to time. Upgradation is done according to the strength of the students each year. The quantity of desktop computers, printers, projectors, UPS, CCTV. Desktop computers. Laptops, switch, Projectors, scanner are increased according to the strength of the students from time to time for each financial year.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4:1

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

4.3.3 Internet bandwidth available in the institution

Response: 40

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

Response: 40

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

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

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: 22.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
249924	1331360	920114	15370874	176389

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

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:

There are established systems and procedures for maintaining and utilizing physical academic facilities such as Sports Complex computer lab, classroom, etc. In the Institute. The Institute has a systematic mechanism for maintenance of all the above facilities.

Maintenance.

- Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management.
- Some of them are maintained by an annual maintenance contract given to concerned agencies.
- External agencies are also appointed for the maintenance.
- There are different committees to monitor the smooth functioning of these facilities in our college.

The maintenance and utilization of library includes-

- A Maintenance Committee and other relevant committee are appointed by the principal to monitor the smooth functioning of all the services provided by the library.
- The committee also looks after finalizing the budget, purchase of textbooks and reference books, Journals and periodicals.
- The committee also looks after the extension of the library. Monthly cleaning of the books and racks and also the means to preserve them.
- Stock verification is also done as per the guidelines of the norms every year.
- The library is well equipped with the collection of rare books.
- Procurement of books as per the requirement is initiated to library committee by inviting the requirement of books from various Faculty member is then processed following the procurement procedure.

Maintenance and utilization of Sports Complex, ground, equipment.

- Physical trainer has been appointed to look after the sports related activities.
- A well maintained large playground is there at the college. It has a facility of indoor games such as table tennis, chess and carrom etc.
- There is a plenty of space available for long jump unit covered the ground spacious volleyball ground.
- The sports equipment are issued to the students as per the schedule of the events.
- If any equipment get damaged or need repairs, sports director submits proposal for maintenance. Preventive maintenance measures are taken in time.

Maintenance and utilization of classroom.

- Cleanliness and Hygiene is maintained in the classrooms.
- IT facilities are properly managed by a System Administrator.

Maintenance and utilization of computers.

- Maintenance of computers is done regularly as per the requirement and major work is done during the vacation.
- Each computer lab has one teacher as the in charge.
- In charge is responsible to maintain and update laboratory with necessary equipment from time to time to cope of the change in the syllabus.
- Preventive maintenance and performance monitoring is carried out.
- Power backup is provided to the computer systems to use them optimally.
- In case of any physical damage, the experts are hired from related agencies.

Maintenance and utilization of Extra Curricular activities.

- The college infrastructure includes a special Hall for cultural and other activities.
- It is well equipped with the audiovisual system and maintained regularly.
- A managing committee looks after the welfare of Students.
- A budget is fixed for the extra curricular activities by the head of departments.

Maintenance like repair of furniture, electrical work and equipment is done from respective agencies at proper rates.

NAAC

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: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any 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
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 25.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	20	30	25	20

File Description	Document
Data as per Data Template	View Document

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

Response: 37

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 35

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

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

Response: 2

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	20	25	30	50

File Description

Document

Data as per Data Template

[View Document](#)

Copy of certificates for qualifying in the state/national examination

[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:

The Student Council is a representative structure working in partnership with College management and staff and parents for the benefit of the college and its students. A student council provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of the. Institution. It gives the opportunity to the students to acquire the sort of communication planning and organizational skills which will be of benefit to them in their future lives. The objectives of the student council are -

- To support the management and staff in the development of the school.
- To develop leadership quality among students and a consciousness of the University to equip them for becoming responsible citizens.
- To promote discipline and decorum in the University.
- To enhance communication between students, management, staff and parents.
- To promote self reliance service to the people and duty towards development of the nation.

Role of student council.

- To represent the views of the students on matters of general concern.
- To promote school culture which recognizes the potentially valuable input that students can make through a student council with the help of principal.
- To develop a spirit of partnership and cooperation with the teachers.
- To promote friendship and respect among pupils.
- To help in organization and management of cultural events, sports and games.
- To promote an environment conducive to educational and personal development.
- To play an active role in recognizing and supporting the work of teacher because the interest and support of teachers will be of great value to a student council.
- To ensure good communication between the Student Council and the Parents Association.
- To consult regularly with students in the school.
- To involve as many students as possible in the activities of the Council.
- Helps in representing the views of the student body to the college management. It involves talking and listening to the student body considering their views and concerns, and discussing these with College management on behalf of the students.
- The Student Council plays a great role in contributing to the development of college policy Such as bullying behavior code and extracurricular activities.
- It also helps in promoting good communication within the college through student council noticeboard or organizing a regular newsletter to communicate with the students, school management staff and parents.
- The Student Council helps in assisting with or organizing fund raising events for charity. It may also involve the wider community for the purpose of raising money for designated charities.
- Plays a great role in improving Academic standards and reduce dropout rates in colleges. Student councils can create a sense of ownership of the college and its activities among the student population.
- Student council assists the University in organizing activities related to students Like cultural performance and contests, Running cooperatives, social services and social relief activities, trips and tours, Cultural performance, Debates, discussions, lectures, study, circle, essay competitions Indoor and outdoor games.
- Plays a great role in assisting with induction or mentoring for the first year students.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years**Response:** 126**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	20	210	190	200

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	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:**

Alumni Association is administered by an Alumni committee. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the main purpose of alumni associations is to support a network of former graduates who will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. The alumni Association is set up by -

- Meeting informally with alums to obtain names.
- Telephone and personally meet with alums.
- Obtain a geographic listing of members from the headquarters office.
- Use the existing alumni Organization and ask for their participation in starting the Association.

The alumni Association. Contributes significantly to the development of the institution through financial and non financial means.

- The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution.
- A network of old students is achieved through alumni.
- It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments.

- A social networking page is available with the institution where the alumni can register and connect to share their ideas.

Aims and objectives.

- To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni.
- To encourage the alumni to take an active and abiding interest in the work and progress of the Institute.
- To enable the alumni to participate in activities which would contribute to the general development of the Institute.
- To raise funds for various welfare and other schemes in the college as approved by the association To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day.
- To arrange social and cultural functions.

The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development.

Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities. Student representatives will serve a three year term will attend council meetings held on campus and provide / implement ideas for student alumni connections.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years**Response:** 7**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	2	1

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

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:**

An Association has been formed by graduates and former students as an Alumni Association in the Institute. The organization of various social events, raising funds for the organization is done by the association. The alumni are face of the Institute and contribute a lot to it. The institution values the contribution of all alumni and considers them as a source of the institution. The alumni Association plays an active role in motivating students as well as nurturing and furthering any special talent in them by -

- By involving them in Institute activities.
- By giving them the feeling that they always belong to the institution.
- Providing guidance and counseling to the alumni for brighter future prospects.
- By seeking innovative ways to serve alumni by providing social, educational and professional opportunities.
- Encouraging members to participate in seminars, workshops and technical events that showcase their skills and accomplishments.
- Providing lifelong learning through Lectures, discussion sessions, on campus conferences conducted by eminent alumni and current faculty.
- Supporting current students through different mentoring opportunities either being apart of on campus lectures or through Online commitment, provide internships, Recruit fresh graduates, present career programs, etc.
- Contributing to the growth of the institution by organizing workshops on continuous and comprehensive evaluation, Activity based learning, Active learning method for student teachers, etc.
- Providing variety of benefits and services that help alumni maintain connections to their

educational institution and fellow graduates.

- Awarding scholarship and assistance to the needy or poor students of the Institute.
- Promoting career guidance, interaction with industry and continuing education.
- Providing assistance in facilities for all round development of the Institute.
- Lending support to placement activity.
- Enabling the alumni participate in activities that would contribute to the general development of the Institute.
- Arranging and collecting funds for the development of Institute.
- Organizing activities of charitable nature so as to increase public awareness of the role of technology in value addition in the economic and social development of the nation.
- Establishing a link with the Institute alumni and enroll them as members.

The alumni Association wish to involve more and more of students of the Institute with the activities of the institution. It can be a common platform for all the students to meet, share and grow. The association's main intention is to strengthen the bond between old students and the institution and to create an active alumni network that maintains a symbiotic relationship between the Institute and its alumni. The Association wish to maintain academic support mechanism for the aluminum network and facilitate constant interactions with the alumni and also create a healthy and sustainable relationship with them.

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

- To develop socially competent, culturally accepted, nationally recognized, and educationally fitted with demands of global trends in the field of Teachers' Education.

Mission

- To foster total development of personality.
- To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinary.

The institution follows a Democratic and participatory mode of governance with all stakeholders participating actively in its administration. The heads of Departments, the conveners of various committees and cells, along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same. The Principal monitors the mechanism regarding administration and academic process. It also ensures proper functioning of the policies and rules and action plans of the college. The staff council monitors the academic progressive performance of the college regularly. The Supporting Committees include examination cell autonomous bodies. Placement cell research cell hospital committees. Sports in charges Test Examination Committee. Etc

Perspective/ strategic plan.

- To review curriculum and give recommendations to affiliating University.
- To maintain and renovate infrastructure of the institution.
- To increase the area to accommodate more classrooms laboratory staff rooms etc.
- More use of ICT tools and other innovative ideas for the teaching learning experience.
- To raise funds for projects through the alumni and other stakeholders.
- To maintain healthy terms with research institutes for partnering.
- Applications for postgraduate courses and more Substantive posts from the state government.
- To gain recognition in the form of grants and awards.

Participation of teachers in decision making bodies.

The committees like academic council. Examination Committee, Admission Committee, Library Committee, the Journal Committee, Seminar and Research Committee. Etc. Include the teachers as members and conveners who are responsible for the day-to-day functioning of the college. The teachers play an important role in implementing the vision and mission of the college, and to that end, play a

proactive part in the decision making process. They also play a pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution.

6.1.2 Institution practices decentralization and participative management

Response:

The institution believes in Democratic values and thus. It has decentralized and participate management. The Institute has a mechanism for delegating Authority and providing operational autonomy. To all. The various functionaries to work towards decentralized governance system.

Decentralization

- The sole authority of the institution is the Principal but all the members of the staff play significant roles to participate in the decision-making system of the college.
- Various programs are conducted by the faculty members in which they represent in various cells and committees and showcase their abilities.
- They are encouraged to develop leadership skills by being in charge of various academic, Co curricular and extracurricular activities.
- They are given authority to conduct industrial tours and have to tie up with Industry exports and appointed as coordinator and convener for organizing seminars and workshops.
- The Principal implements and monitor the Academic administrative system to cater to vision and mission of the Institute.
- The academic committee monitors academic activities and progress various teaching learning processes.
- The coordinator Looks after the internal and University examination activities.
- Training, placement and career counseling cell looks after the training and placement activities.
- Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities.
- Accountant is responsible for management of Finance in account activities.
- Learning resources are managed by the Library Committee.
- Students play an active role as a coordinator of co-curricular and extracurricular activities.

Participative management

The staff and students participate in various activities. Thus, the Institute promotes a culture of participative management.

- During faculty meetings, faculty members participate in sharing the knowledge by discussing on the latest trends in technology.
- Staff members are involved in preparation of annual budget of the Institute.
- The teachers are fully involved in deciding academic activities and examinations to be conducted by the college.
- The teachers and students coordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the institute.
- The principal along with coordinator and other staff members and heads of department's are

involved in defining the policies and procedures, framing guidelines and rules and regulations for the admission, placement, discipline, grievances, counseling, training and development, and library service.

- The administrative, academic and non academic activities of the institutions is the responsibility of the Principal.
- Office staff are involved in executing day to day support services for both students and faculties.
- An Action Plan is prepared by the department's in distribution of work is done.
- There is staff club in the college, which is an unofficial body but operates as unifying factor among the members of staff and organizes various social, cultural and welfare activities.
- There are different associations, such as students Union, Drama Association, Athletic Association, Science Society, art society, in which students and teachers participate and take decisions and conduct various activities.

Senior members of staff are considered vital members of decision making body.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

The institution clearly defines its vision, mission, objectives and procedures at all levels and maintains complete transparency in its financial, academic, administrative functions. The goals of the institution are clearly defined at all levels.

- The services of an external chartered accountant are used for the financial audits from time to time.
- The students are provided with a receipt whenever fees are collected.
- An effective and efficient use of financial resources is monitored by the Finance Committee of the institution.
- The entire academic plan is clearly explained to word students in a compulsory orientation program on admission at rest by the director, Deans, and senior faculty.
- The internal assessment ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation.
- Admission is based on the merit in accordance to the government policies.
- A student Handbook clearly defines the rules and regulations which are available online and is also circulated among students Committees are formed in case of disciplinary issues and the concerned individuals are given ample opportunities to state their version on the issue.
- The institution completely adheres to academic calendar prepared by the University.
- The regulations, syllabus and curriculum are uploaded on the college website.
- All the information regarding teaching, learning process and other related academic activities are

made available on the institutional website.

- The credits of each program and outcomes are clearly specified.
- All posts are advertised online and list of candidates screened and called for interview are displayed on the website.
- It has proper system outline, taking care of ethical and human values responsible for transparency.
- There is mentoring committee for personal counseling of students.
- A staff manual is available on the website which provides information on service rules, code of conduct and benefits available to the staff.
- Transparency is maintained for the interaction session of parents and students for selecting the course and its details.
- Parents are given one to one counseling on campus who seek information regarding admission.
- The campus tour is organized for parents who accompanies the applicants.
- Periodic meetings at various level are conducted to review and ensure transparency, accountability and corrective measures.
- Delegation of powers at various levels and Committees are in formed formally through circulars and emails.
- The evaluated scripts of midterm examinations, assignments, and projects are verified by the students and feedback is given by the facility.
- All the current events Like admission, examinations, circulars, seminars, time tables ,workshops, Training programs ,campus drive information is posted on the calling website as well as at the college noticeboard.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategy development in higher educational institution ensures quality and improvement of efficiency in functioning. For an organization Strategic planning is very essential to accomplish the vision and mission which it dreams of. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic planning and deployment document is based on analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The institution deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the institution and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.

- Our Institute is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also have been bagging University ranks consistently every year. The strategic plan, provides a framework that will allow the Institute to develop and use its Resources more effectively. The institution strategy goals are.
- Ensuring good governance.
- Ensuring stop development and welfare.
- Development of entrepreneurship.

- Developing and following leadership and participative management.
- Ensuring staff development and welfare.

The perspective plan of the Institute is to develop and execute effective teaching learning process, to encourage research culture in faculty and students, to empower faculty about emerging trends in their profession for academic advancement ,to facilitate a friendly, efficient and flawless administrative setup, ensuring a smooth day to day functioning, To maintain continuously good academic performance.

The strategic plan focuses on-

- Providing various courses which will help in increasing their practical knowledge.
- Organize study tours for students. Provide state of Art Library facilities.
- Encourage teachers to participate in seminars and conferences. Promoting faculties to undertake minor and major research projects.
- Continuous tracking of attendance of the students. Provide remedial coaching to slow learners.
- Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc.
- Conducting periodic and need based meetings.
- Establishment of centralized assessment system.
- ICT based teaching.
- Provide Internet facility and laptops to faculty members.
- Identification of fast learners and help them to achieve their potential.

Besides these, the core values of the institution include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed which gives the output in the form of contribution to national development, developing requisite competences among students of the Institute, Inculcates a value system among the students, and ICT tools used in teaching and learning.

- The faculty members of the Institute have been applying participatory and applied teaching method in the form of Student Seminar, group discussions and projects.
- Various collaborative programs or activities among the departments of the Institute have been organized as a part of educational exchange.

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 decentralized structure of administration is described in an organogram of Institute. Institute administration is a combined an cooperative effort of Principal, teaching, non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal.

- Various committees are formed under the administration of principal which include advisory committee, general body.

- Magazine Committee, Library Committee, Grievance Committee , Sports Committee, etc.
- There are different cells to look after the Student and staff complaints.
- The Principal controls the functioning of the cells like student grievances redressal cell, Anti ragging cells, Sexual harassment cell ,gender cell, minority cell legal cell etc.
- The principal is involved in the implementation of the perspective plans of the Institute.
- They ensure that academic and administration functions efficiently through the Department and various committees constituted for the respective cause.
- In the beginning of the year. Various academic and investigative committees are constituted.
- Specific task is allotted to them as per the academic and administration plans of the Institute.
- The administration contains statutory officers, vice chancellor, officers and students welfare.

The organizational structure of an institution outlines how certain activities are directed to achieve the goals of the Institution. The organizational structure of an institution defines- Task allocation, coordination and supervision towards the achievement of organizational aims.

The roles people play, the structure that connect those roles and the processes used to fulfill the roles all working together to achieve a purpose and supported by a platform of information, tools and skills is an organizational structure that an institution keeps in mind. while preparing it.

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: C. Any 3 or 4 of the above

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

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

Response:

For the smooth functioning of academic and administrative works and strengthening the students activities to develop the knowledge of the students, the governing body of the institutions decide to form the different types of committees or cells. Institute forms various committees, bodies, cells and their functions are properly defined. Considering the overall development of the Institute for Effective Implementation, an improvement of the Institute following committees are formed. Regular meetings of these committees are

conducted annually Or biannually.

- College academic committee

The main Academic affairs of the college are overseen by the Academic The members of the committee sit together at regular intervals of time to develop the ways and means to ensure the quality teaching learning process. The committee also formulates the guidelines, rules and regulations of the Academic Affairs of the college. The committee decides the introduction of students uniform in the college, prepare and Review Academic calendar, and class routine for the college, Oversee the internal examinations and evaluation recording ,review the academic and other related activities of the college ,take disciplinary action to the students for violation, and Disobedience to the college rule.

Anti ragging committee.

The committee tries to prohibit, prevent and eliminate the scourge of ragging, provide for the healthy development, physically and psychologically of all students takes action against any act which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique of any student.

Examination committee

The Examination Committee is an apex body of the college which is headed by principal and shall be facilitated by three sections, examination, record, maintenance and administration. The main function of this committee is to carry out examination publish results and keeping the record of each and every issue related to the examination and organizing workshops and seminars for the improvement of the examination system are also the responsibilities of this committee.

Career guidance and counseling cell.

The aim of the set is to guide and direct students to set their career goals and stimulate them to exercise their consistent endeavors to accomplish their career objectives.

Grievance redressal cell.

This cell settles any type of grievances raised by the students, teachers and non teaching staff of the college. The students are ought to lodge their grievances to their respective tutors and they in turn intimate the matter to the Committee for necessary action.

Extracurricular activities committee.

The committee organizes all the sports events on the campus. The activities carried out by this committee help the students in getting an experience of working in teams, organizing various types of events and developing insight into multiple functions of management.

Besides these other committees like student Welfare Committee, Research committee, National service scheme, Placement Committee etc are formed for the smooth functioning of the college.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institute ensures for the welfare resources to be implemented for its teaching and non teaching staff. The well being of the staff is important for effective functioning of the Institute. The institute takes the following welfare measures for its teaching and non teaching staff.

- The Institute provides free installment scheme for the words of the staff.
- The non teaching staff is provided with the accommodation facility.
- Transport facility is also provided for teaching and non teaching staff.
- There is a provision for reservation in admission for words of teaching and non teaching staff.
- Teachers Welfare Fund is created and salary in advance is given to the needy staff members.
- Provident fund and group insurance scheme for teaching and non teaching staff.
- Campus medical facilities on subsidized rates.
- Maternity benefits as per norms and childcare.
- Computer labs and Internet facility.
- Sports facilities, cafeterias.
- Free uniforms for all employees.
- Salary advance and arrangement of personal loans from bank.
- Grievance cell for nonteaching staff.
- Faculty members are promoted for self development programs and higher education.
- Provision for availability of the auditorium and Conference Hall of Institute for the family functions of the staff conducted during Holidays.
- A full fledged canteen in the campus to provide food and snacks at reasonable prices to the staff and students.
- The non teaching staff have an Association which organizes certain holiday trips for the members. Faculty club and non teaching Staff Association represent their grievance to the management and seek Redressal.
- Yoga classes and psychological counseling is made available for the teaching staff.
- No membership fee for availing facilities of gym, indoor games and swimming pool.
- Study Leave for pursuing higher studies.
- Pregnant ladies and lactating mothers to be given necessary concessions in their day-to-day work and they are given flexible timings as per their requirements.

These welfare schemes benefit the teaching and non teaching staff in the following ways.-

- It boosts the morale of the employees. The Insittute wishes to get 100% output from the teachers. So it makes efforts to encourage the employees.

- Builds a competitive edge.-In order to form a competitive environment in the office, Insittute is providing opportunity to its employees.
- Improvement in mental and moral health.-the Employees of the Insittute are given various facilities at work which improves their mental health as well as helping them in becoming a good citizen. It helps in overall development of the employee.

Social benefits.-The faculty members and non teaching staff are also getting various social benefits which are advantageous to the Institute. The social benefits increase the productivity as well as the work efficiency of the employees. This helps in increasing the standard of living of the employees which is appreciated and accepted by everyone.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
Any 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: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	4

File Description	Document
Data as per Data Template	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: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	1

File Description	Document
Data as per Data Template	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: 8.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	0	0	1

File Description	Document
Data as per Data Template	View Document

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

Response:

The institution has performance based appraisal system for the assessment of teaching and non teaching staff. The appraisal report is based on the annual performance of the employee on the basis of their academic performance and other extracurricular activities. A good performance management system works towards the improvement of overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. The objective of assessment of teaching and non teaching staff is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. Performance appraisal has three basic functions -

- To provide adequate feedback to each person on his or her performance.
- To serve as a basis for modifying or changing behavior towards more effective working habits.
- To provide data to head of the departments with which they may judge future job assignments.

Performance appraisal for the teaching staff is as follows -

- Promotion aspects of the faculty members are informed well in advance.
- The performance of each faculty member is assessed according to the annual self assessment.
- Evaluation of performances is done on the basis of teaching, learning and evaluation related activities, Co curricular, extension and professional development related activities, Research publications and academic contributions.
- The faculty members are assigned additional duties and responsibilities for the activities undertaken by the institution. besides academics.

Performance appraisal for the non teaching staff

- All non teaching staff is assessed through annual confidential report.
- The staff members are assessed on the basis of character and habit, capacity to do hard work, Discipline, reliability, Departmental abilities and technical abilities.
- The overall assessment is based on the cumulative grades by the Principal.
- Promotions and financial upgradation depends on the satisfactory performance of the employees.

The appraisal system sets out the framework for a clear and consistent assessment of the overall performance of teaching and non teaching staff for supporting their development. within the context of institutions plans. The broad purpose of appraisal is to help them for their professional growth and development.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The college has internal and external audit mechanism. The internal audit is carried out by the auditor by the management periodically within every financial year, the external audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit

system. The internal and external audit includes scrutiny of the following -

- Reviewing and approving the scope of the work plan for the internal and external audits.
- Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures.
- Monitoring Implementation of Management Letter and internal audit recommendations.
- Recommending an appointing an independent audit firm.
- Reporting to the board the results of the internal and external audits.
- Resolving disagreements between the external auditors and management.
- Reviewing findings of internal audits and associated control issues.
- Receipts from fee, donations, contributions, interest earned and interest on investments.
- Payments to vendors, Staff, contractors, students and other service providers.

There is an audit committee which has a responsibilities like -

- The audit committee reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit vendors.
- Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings.
- Establishing schedules and agendas for regular meetings with internal and external auditors.
- Supervising the audit function directly to ensure that internal and external auditors are independent and objective in their findings.
- Working with internal and external auditors to ensure that the institution has comprehensive audit coverage to meet the risk and demands posed by its current and planned activities.
- Retaining auditors who are fully qualified to audit the kinds of activities in which the bank is engaged.

Monitoring, tracking and providing discipline to ensure effective and timely response by management to correct control weaknesses and violations of law or regulations noted in internal or external audit reports.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

The resource mobilization policy focuses on achieving the goals and target of the institution ensuring accountability and transparency. The availability of funds is essential for any organization, society, family or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available. Therefore mobilization of fund is important for the development of organization. For the development of the Academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources.

- Budget of the institution is prepared by Principal together with top management every year taking into consideration. all expenditures.
- The Trust sanctions and fulfills the needs which are urgently required.
- The Account Department spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc.
- Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills.
- To upgrade the students, professors and employees, various programs such as guest lectures, seminars, discussions are organized. They are also encouraged to participate in different institution research work. Some percentage of funds is spent on maintenance of apparatus and purchase.
- Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college.

Resource mobilization policy.

The Institute operates student centric policies with focus on skill based research driven quality education which would be accessible and affordable by youth of rural and urban areas. Institute is to provide best resources to the students and faculty to meet the requirements and run the Institute for realizing the vision and mission of the Institute. The. Five year strategic plan is made by the Institute to plan broad academic activities related administrative, logistic and development activities. Accordingly, the budget estimates and funds requirements are made. This will be broken to yearly activities in mobilization of resources planned.

- The Institute needs three types of resources, human resources, equipment and material resources and infrastructural resources.

- Funds are raised through student fees, overhead charges from the research grants received from various government and non government agencies. and funding from alumni donors.

Optimal utilization of fund is insured through- enhancement of library facilities need to fulfill learning practices and accordingly requisite funds are utilized every year.

Adequate funds are utilized for development and maintenance of infrastructure of the Institute.

Adequate Budget is utilized to meet day-to-day operational and administrative expenses and maintenance of fixed assets. Funds are allocated for effective teaching learning practices that include orientation programs workshops. Training programs, refresher courses etc. Some funds are allocated for social services activities as part of social responsibilities.

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 establishment of Internal Quality Assurance Cell by accredited institutions is a major step in pushing long term quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. IQAC in an institution aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. For this, during the post accreditation. It will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The IQAC has to ensure that whatever is done in the institution for education is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish practices and methodologies to collect data and information on various aspects of institutional functioning. IQAC is one of the major policy making and implementing unit in our college It strives hard for upgrading the college infrastructure and all support facilities to meet the Standards of higher education in growing needs of students. It assesses and suggests the parameters of quality Education.

The objectives of the IQAC are -

To promote measures for the functioning of the institution towards quality enhancement through initiation of quality culture and institutionalization of best practices, to provide a sound basis for decision-making ,to improve institutional functioning, to act as a dynamic system for quality changes in the institution and to build a better internal Communication.

Strategies and function of IQ AC

- Organizational workshop seminars on quality related themes and promotion of quality circles.
- To provide a sound basis for decision-making to improve institutional functioning.
- Arrangement for feedback responses from students, parents and other stakeholders on quality

related processes of the institution.

- Preparation of the annual quality assurance report to be submitted based on the quality parameters.
- Documentation of the various programs /activities leading to quality improvement.
- To act as a dynamic system for quality changes in the institution.

Two examples of best practices institutionalized as a result of IQAC initiative.

Two examples of best practices institutionalized as a result of IQAC initiative.

The Institute focuses on the skills and results achieved by the student, as the most important aspect of Education. Most quality assurance and aggregation practices are based on this methodology. Outcome based education does not rely on the conventional teaching methods. It believes instead of rankings and exams, the use of assessments, opportunities and classroom experiences should all provide necessary support for the students to achieve their goals.

Parent teachers meeting

As a result of the IQ AC initiative the parent teachers meeting has been practiced in the institution. The performance of the students immediately improved with the joint efforts of the parents and teachers put together at the institutional level and at the home front.

It provides for free Interaction where parents are invited to give suggestions and any queries they have maybe clarified by the teachers and follow-up is carried out in case needed.

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

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

Response:

The institution takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students.

- Preparation of course plan at the beginning of every session.
- Feedback is collected by the students through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs.

- The improvement in courses and teaching materials is brought about with the help of evaluation.
- All students are provided with the student diary that provides all details relevant for students.
- The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed.
- The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator.
- The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities.
- The Staff Council meeting is held in the beginning of the session to discuss the plan for the session.
- A daily teaching diary of each faculty member is signed by Principal is presented every month to the Principal for the approval.
- Students centric methods for clearing the concepts are adopted.
- Library is enriched with resources related to curriculum .
- Emphasis is given on course completion.
- Participation of students in classroom discussion is to be enhanced.
- Transparency is maintained in internal assessment.
- IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities.
- It ensures maximum utilization of infrastructural facilities and the available ICT resources.
- A feedback analysis committees formed to review the online and offline feedback received from the students.
- Attendance registers and daily teaching Diaries are duly maintained and checked.
- IQAC supports the teaching and learning goals articulated in the institutions strategic plan.
- The institution maintains proper documentation of various programs and activities of the Institute leading to quality improvement through IQ AC.
- The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices.
- The institution organizes seminars, conferences, and workshops at various levels.
- Extension and upgradation of classrooms and laboratories.
- Automation of library and its facilities.
- It reviews the feedback from the parent teacher meetings.
- The IQ AC monitors the well being of the Institute in all respects.

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: 0.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
Data as per Data Template	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: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document

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

Response:

The institution successfully implemented Quality enhancement initiative in the Academic and administrative domains. Some of the initiatives of IQAC which have contributed towards incremental improvements are -

- Optimization an integration of modern methods of teaching and learning.
- Use of ICT tools in teaching.
- Development of Environmental friendly campus.
- Conducting bridge courses.
- Waste management.
- Green practices.

Use of ICT tools for teaching learning.

- Successful implementation of Connectivity of Internet in the campus which enabled online admissions, online fee collections, online admission tickets, online certificates, online date sheets and digitization of academic records and staff records.
- Development of Institute websites. Introduction of computerized result processing through in house expertise.
- Computer training programs for the staff.
- ICT tools contributed to high quality lessons since they have potential to increase students motivation, connect students to many information sources, support active in class and outclass learning environments and let the teachers to allocate more time for facilitation .

- These tools are the best mode of education that use information and communications Technology to support, enhance, and optimize the delivery of information.
- It leads to an improved student learning and better teaching methods.
- The use of computers in the colleges enabled students to get the chance to do assignments or group projects by saving a lot of time.
- It increased students knowledge at the same time.
- Introduction of smart classes. Computer assisted Instruction played the important role in improving the quality in teacher education. It consisted of both video as well as audio tape recordings, filmstrips and so on. Students could make queries to the computer by means of typewriter and keyboard and got answers in printed forms.

Environment Friendly campus and green practices.

The Institute works for the Environment conservation. and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized.

- The Institute worked for generating less waste and recycling it to a system that enabled the used material to be reused, ensuring that less natural resources are consumed.
- Waste management through establishing solid waste, disposal facilities in different places of the campus for disposal of organic waste, including plant debris.
- Spread of composting initiatives on the college campuses and Utilizations of compost for the plantations in the campus.
- The campus garden is maintained properly. borrowing or sharing a vehicle was successfully implemented .
- Use of Reusable water bottles and coffee mugs.
- Green Campus projects made by students to spread awareness about Eco friendly transportation in the campus.
- Use of sustainable energy to supplement the energy needs of the campus like Solar panels, water power and wind water projects.
- Introduction of activities such as organic gardens.
- which teaches students how to create their own organic farms.
- Proactive actions were taken to inculcate green living ideas in students by taking ecofriendly steps to protect the environment.
- Ecofriendly curriculum, recycling, reusing, using LED lights, reducing water usage and other initiatives forms green habits in Students which they can continue even after they complete their studies.

Second cycle.

Student centered learning environment.

- Institute introduced student centered learning any college.
- Students were directly involved in the education process by enabling them to interact with one another.
- They also began to feel a sense of community.
- This type of learning environment developed trust and Among the students by allowing them to speak, Listening to them and being fair with them. Through quality assurance initiatives, the teacher were able to engage students in any activity or project, Allowing and inviting students to

use free web tools to present ,curate and share information.

- It encouraged the pursuit of learning, having an engaging classroom environment with engaging projects, engaging activities, and engaging discussions.
- Teachers started using project based learning to teach different subjects and teaching through identifying real world programs and developing real world solutions.
- Ongoing projects for students were created to develop student centered classroom and learning environment.
- It promoted the mastery of subject matter being taught and learned. It also helped students to demonstrate what they had learned.
- It provided students the opportunity to lead in the classroom and fostered engagement, growth and empowered students to take ownership of the learning experience.
- The student centered learning environment Encouraged students to demonstrate what they had achieved.

Enhancement of evaluation methodologies.

- Institute adopted the most effective evaluation process, which encouraged and rewards effective teaching practices on the basis of student learning outcomes.
- It enabled students to identify their own strengths and weaknesses and to determine the kinds of information they need to correct their learning deficiencies and misconceptions.
- Students learned that they could engage in self assessment and continuous improvement of performance throughout their lives.
- The technique of outcomes assessment as a means of measuring student learning and the use of that information to improve teaching were considered along with other additional strategies and methods for formative evaluation.
- The process involved not just determining to what extent students had mastered course content at the end of the course, but also improving the quality of learning and determining to what extent students had mastered content throughout the course.
- Outcome assessment enabled faculty to determine what students know and can do as a result of instruction in a course module and entire course or a sequence of courses.
- The point at which a student's education at which he or she could develop the specified knowledge and skills for determined.
- Results from assessments were used to provide formative feedback to individual students and to improve curriculum and instruction.
- Classroom quizzes and exams ,projects ,poster presentations of library or laboratory research, cooperative experiences, portfolios ,standardized tests for both within and across disciplines, Student journals, questionnaires and interviews were encouraged.

Outcome assessment promoted other changes like faculty employing more active learning strategies, that enabled students to participate the concepts they are learning.

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 makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods.

- Planting trees all around the campus so that there is a less usage of air conditioners.
- Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort.
- Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.
- Designing features of the building that maximize the use of natural light.
- Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
- Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.
- Switching over to LED's or CFL's can save a lot of energy.
- CFL's long lasting than standard incandescent bulbs and cost of fraction of the price to run.
- Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.
- Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage.
- Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact.
- Using sensors for turning lights on or off in a room.
- Taking the time to power down the computers each afternoon can do a lot to reduce power usage.
- Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus a little more green.
- Switching the lights off when the students leave the classrooms.
- Unplugging projectors, televisions, computers and smartboards after the use.
- Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights., Reducing water wastage., Recycling the waste etc.

Alternative sources of energy –

Solar energy- This is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings.

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

Response:

Response:

Waster management is carried out at the institute in compliance with local and state guidelines.

The culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively.

The procedures, howsoever simple they may be require continuous effort, education and training of all involved.

Institute carries out waste management in following ways:

Segregation of waste into five categories - viz. General, Food, Plastic, E-waste & Biohazardous

Food waste is further used in the compost pit for use in soil enrichment.

Staff is given regular training regarding benefits of waste management.

Monitoring is carried out periodically by the head of the institution.

7.1.3 Institution waste management practices include

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

Response: A. Any 4 or more of the above

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: C. Any 2 of the above

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

Response:

Cleanliness and sanitation is widely practiced in the institution. Several dedicated staff members have been engaged to maintain high hygiene standards.

Safe cleaning material is used. Care is taken to ensure that personnel engaged in cleaning operations are kept safe and aware of material they are using.

The institute is located in an area where green cover is easily maintainable. Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance.

Gardeners are employed to maintain green cover. No pesticides are used.

Students and staff are motivated to give suggestions for improving green cover.

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

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

Response: 0.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
12000	4000	3000	6000	5000

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

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

Response:

The Institution strives to leverage both their knowledge and partnerships more effectively as competitive assets. Indigenous people and local communities have established longstanding relationship with their surrounding environment. They have accumulated holistic knowledge over centuries which has allowed them to maintain an equilibrated social ecological system. They have also overcome a variety of crisis and challenges. Therefore, the involvement of indigenous communities is relevant to promote sustainable development and environmental management.

- The institution encourages staff to be a part of the community and how the staff can know that becoming a part of these groups can contribute to their personal and career development.
- As learning takes place in a social context, thus cultivating relationship among its members is highly important so Gives them opportunity to socialize, develop friendships and be more comfortable.
- Members have a high level of participation, and involvement in the community, activities. Leveraging the social media to support collaboration.
- Through this the teachers can send questions, share ideas and express their opinions without feeling pressured to create a formal letter or email to the rest of the community.
- Students benefit from learning in a diverse environment. Geographical location and local demographic composition play a role in student body diversity.
- The institutions have knowledge of their environment and have to adjust to the economic and social changes to develop and grow.
- The teachers are trained to use local languages efficiently in the classroom. They use it effectively to enhance their students learning.
- Community engaged teaching allows students, faculty and communities to experience profound growth.
- The institution plans community based courses that have a high impact on students and the community.
- Workshops are organized on community engaged teaching and a working group on these pedagogies for experienced faculty are hosted.
- The community's most urgent needs are addressed to ensure a project has significant impact on it. The academic research about the community gives clear goals of the community, which in turn allows project ideas to emerge more easily.
- In order to avoid mis communication, Neglect, distrust and conflicts between the campus and the community the institution make sure to be aware of these histories and Strives for supportive communications, which are essential for mutually beneficial partnerships.
- Public conferences, guest lecturers, community talks, campus or community tours and other exchanges serve to build understanding and trust between the campus and community.
- The institution makes sure that the teachers are flexible in adapting the learning goals of the course to the practical needs of the community partner.
- Local community also tries to be flexible in choosing projects that will provide meaningful learning experiences for students.

Institution ensures students with all the preparation necessary to succeed in their projects and to benefit from the learning experience that Community engagement provides.

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

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

Response: A. All of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

B

Woman Empowerment

Objective of the Practice

In a co- educational institution Women constitute more than 60% of the total student strength of the Institute. The Institute ensures to promote a culture of respect and equality for female gender.

- To organize awareness programs on gender sensitization.
- The provision of opportunities and programs for girls and women to be financially mentally and emotionally empowered to promote their growth as individuals in their own right .
- To conduct seminars and workshops to impart knowledge of opportunities and tools available and train the woman Celebration of international woman's day on March 8th every year.
- To inculcate entrepreneurial attitude among young girls scientist at the earliest so that they can be job providers rather than job seekers.
- Counseling services for resident and non resident students.

The practice.

Women's empowerment and achieving gender equality is essential for our society. To ensure the development of the country. Women's empowerment play a huge role in development and is one of the significant contributions of development.

It is the vision of the Institute that women and men equally lead, participate and benefit from inclusive and sustainable. Development in the Institute. It fully recognizes that gender equality and the empowerment of women lie at the heart of its mandate.

Evidence of success.

A meeting was held again. Kiran Kumari, one of the participant was called to confirm on the effectiveness of the program. She reported that she had benefitted from this program.

Problems encountered and resources required.

Ensuring the all round support and participation of women teachers in the program was not an easy task for the Institute. The woman students showed impulsive nature in the matter of love in the adolescent age. It is a sensitive issue to be dealt with by woman teachers.

Special teaching practices to the deserving trainees by the Institute.

- It focus on the student at the center of learning.
- Teachers make deliberate choices with regard to students interests and needs and the relevance of what is to be studied.
- The aim of these teaching practices is for students to develop independent knowledge and skills.
- To provide special assistance to the students who are unable to follow the teachers.

The practice

Students from all types of family background study in the Institutes So it was a very difficult task to impart the special training of teaching practices. Initiatives were given to the trainees of the Institute, so they agreed to take part in special class of teaching practices. The members of the training team were made familiar with the principles espoused in the training modules.

Evidence of success.

The trainees showed keen interest for these teaching practices .

Problems encountered and resources required.

The faculty members alone cannot provide better and advanced teaching practices to the trainees. So keeping in mind this problem, the coordinator of the cell has to check all the activities created by trainees and supervised by the experts. of the special teaching practices.

7.3 Institutional Distinctiveness

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

Response:

The Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and value based education. The faculty members are encouraged and kept updated for applying in research grant projects. The students participate in the state and national level competitions and the best ideas are rewarded. The institution clearly points out towards a value based education based on the curriculum of the affiliating Institute, combining it with the core values attached to it. Institute in its endeavor to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like morning assembly, Knowledge Centre, Co Curricular Activities, Association etc.

The Institute provides students with ideas of social justice and self reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing women's power and rights. The teaching and the extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organized by the Institute, including community service, Blood donation, gender and environmental awareness.

The students are guided to work on innovative project ideas. In keeping with the institutions vision of imparting quality education with values in a holistic way for one and all, women's Institutes has always given priority to the all round development of women to empower them. Accordingly, the institutions stresses on outreach programs and inculcates in its students an awareness of the value of holistic education and empathy for the less privileged sections of society. The institution also aims at imparting complete education to girls students possessing depth of knowledge not only in their respective disciplines, but in all the kindered areas so that they can achieve relentless strength to cope with the challenges of the society. The institution gives priority in organizing various educational and awareness programs to make its students more laborious. Self-reliant skilled and enthusiastic to accomplish their task confidently and to face the challenges of the fast changing world.

The Institute is at the location which is endowed with natural beauty, Serenity and tranquility. The quality of work done for the benefit of the society, and mankind reflects in the minds of students and faculty.

The Institute has emerged strong in its pursuit for value based education to make this institution a Centre for excellence in line with the Institute mission. Our faculty members are committed to the mission of the Institute- To dedicate its energies to be responsive to the needs of ever changing society by promoting excellence in academics through value based education.

5. CONCLUSION

Additional Information :

NAAC new system is extremely exhaustive and requires very many facets of documentation. Added to this, data required in the various formats made the entire process challenging as well as enjoyable. It promoted team spirit in the college.

As a first cycle in this mode, the staff worked very hard.

A note has been made of additional documentation required by NAAC and these have been generated using the ERP program installed in the institute.

Concluding Remarks :

Given it's rural location, the college has done exceedingly well in nurturing local community, generating employment and providing talent at the community level.

The varied all round curriculum adopted by the College has developed the pupil teachers in a holistic manner.

The effort towards NAAC accreditation has further enabled the College to streamline its processes and lay stress on activities like R&D.