SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

IQRA EDUCATION SOCIETY'S IQRA COLLEGE OF EDUCATION

G.NO. 25/2, IQRA EDUCATIONAL COMPLEX, SHIRSOLI ROAD, MOHADI
SHIVAR, JALGAON
425001
www.iqrabed.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Iqra College of Education run by Iqra Education Society,Jalgaon was established in 1992. At present this college is located at Iqra Educational Complex, Shirsoli Road, Mohadi Shivar, Jalgaon. The college has Minority Status; this is the only minority English medium college in Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. To spread education among minority people, to uplift deprived section of society, to provide opportunities of learning to the weaker section of society are the some of the aims and objectives of the college.

The academic side of our college is very strong. 2002, 2003 and 2004 were the golden years of our college and society when our three students completed the **HATTRIC** of achieving **'GOLD MEDAL'** in North Maharashtra University,Jalgaon. Our college has achieved total **Eight GOLD MEDALS** till last year. We have total 46 university merit holders. This year also we are trying our level best to maintain our achievement.

Vision

The Vision of the institution is:

"To create qualitative and competent teachers by imparting world class teacher education to all students, with special attention to minorities."

Mission

The Mission of the institution is:

"To impart knowledge, skills and new technologies among all students – specially minority students, to enable them to become knowledgeable and creative educators of the future."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strengths of institution is described in the following way.

- **The only Minority English medium college in the university.**

- **Able, active and very supportive management.**

- **Visionary leadership.**

- **Own college building as per NCTE norms.**

- **Sufficient Physical facilities- class rooms, laboratories, library, seminar hall, multipurpose hall, sports grounds. etc.**

- **A well-equipped Computer lab with Internet facility and other ICT resource.**

- **Well-qualified, dedicated and sincere faculty members.**

- **Service-minded support staff.**

- **Huge 11 acre eco-friendly and calm campus.**

- **Very good student enrolment from all caste and religion from all over the state.**

- **Academically motivated students with very good results in the examinations.**

- **Regular weekly tutorials programme running from last twenty five years which resulted in 10 gold medals and 46 university merit holders.**

- **Well equipped and organized Library and reading room.**

- **Full-fledged Canteen with hygienic food at affordable prices.**

- **Unani medical college and hospital to provide all medical facilities to students, teaching and non-teaching staff.**

- **The College is bubbling with activities which keep the students engaged.**

- **Student training/ community service to inculcate social responsibility.**

- **Counseling and Remedial teaching facility to support weaker students.**

- **High speed broadband fiber-optic internet connectivity to staff and students in computer lab and library.**

- **CCTV and Wi-Fi enabled campus.**

- **College started Study Center of Maulana Azad National Urdu University (MANUU), Hyderabad for distance mode courses such as- B.Ed. (DM), Diploma in School Leadership and Management (DSLM) and Diploma in Early Childhood and Care Education (ECCE).**

- **College also started Study Center of Yashwantrao Chavhan Maharashtra Open University (YCMOU), Nasik for distance mode courses as- M.A. (Education), Diploma in School Management (DSM) and Certificate course in Early Childhood and Care Education.**

- **MoU signed with other institute for faculty and student exchange**

Institutional Weakness

The Weaknesses of institution are described in the following way.

- **Only English Language Content Test (ELCT) appeared students during CET can be admitted in the college as per state govt. norms which affect the strength of the students, because most of the students are not aware about ELCT test.**

- **Research facilities are not fully developed as the college presently has only UG - B.Ed. Course.**

- **Revisions in curriculum cannot be made directly but can only be suggested in Board of Studies of**
  affiliating university.

Institutional Opportunity

The Opportunities of institution are described in the following way.

- **Potential to reach at the top most B.Ed. College in the university.**

- **To strengthen alumni associations for their involvement in developmental, academic, research and mentorship activities of the students.**

- **Opportunity has been created for development of E-content by faculty.**

- **Opportunities to establish collaboration with reputable international and national institutes to transfer knowledge on sharing basis.**

- **Scope to strengthen library facilities.**

Institutional Challenge

The Challenges of institution are described in the following way.

- **To obtain UGC 2(f) assistance.**

- **To obtain permanent affiliation from university.**

- **To start PG-M.Ed. course.**

- **To start 4-year Integrated Teacher Education Programme (ITEP) in college.**

- **To generate fund for college development as most of the students are coming from poor minority background and mostly depends on scholarship.**

- **Delayed conduct of CET for admission process every year.**

- **To attract the students towards teaching profession and teacher education courses as the government policy to fill the vacant post is very negative and switching towards contractual posts of teaching.**

- **To get fully qualified principal for the college as per the new eligibility criteria.**

- **To compete with other Autonomous institutions across India.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our Iqra College of Education strictly follows curriculum prescribed by kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The college plans each and every activity carefully and tries to implement for the development of the students. The required skills are developed among the student teachers which are helpful for them in teaching learning process. The students are guided time to time about the use of technology, use of different methods of teaching, approaches, Emotional intelligence, critical thinking, negotiation and communication skills. Collaboration with others are provided through engagement in fields and enhance professional capabilities of the students.

College gives experience to the students with the diversity in school system in India as well as an international level through classroom teaching learning process. The students are also familiarised the working of schools with the help of internship. The student teachers are familiesed with the latest teaching methodologies and techniques by inviting experts in various fields. Seminars and workshops are arranged by the college for the student teachers.

Our college also collects feedback on curricular aspects from all stakeholders and we discuss it in staff meeting. After discussion the necessary suggestions are also forwarded to the university during curriculum development workshops and BoS meetings.

Teaching-learning and Evaluation

The students are admitted in college through CET examination conducted by Maharashtra government. Ours is the English medium college so the students take admission after qualifying CET & ELCT (English language content test). This assessment is done at initial stage.The admissions are given on the basis of merit.

In our college multiple mode approach of teaching learning is adopted by our teachers. We have signed MoU with other educational institution and Universities for which seminars conferences lectures and other exchange initiatives are done. We organises special lectures, seminars, conferences and motivates our students to participate and arrange different activities at their level.

Use of ICT & e-resources by students is encouraged. College magazine-"HORIZON" is regularly published to nurture creativity and other skills among the students. Lesson demonstration is conducted by subject experts and Lesson planning workshops are also conducted group wise under the supervision of subject experts.

The students are motivated to work in teams while conducting micro teaching lessons, practice teaching lessons, internship program and various extra curricular activities in college. The students are given different responsibilities to get experience and to do different works in teams. The diversity among the student is considered while guiding them and guidance is provided as per their need.

We try to keep proper balance between the office work and home stress and keeping ourselves ablished with recent development in education.

In the evaluation process the college conducts regular tutorials on the taught topics for both 1st year and 2nd year classes. The students who are poor in performance are guided by the respective teachers.

In internship program each and every activity is conducted under the guidance of the teachers who are appointed as a mentor/supervisor in the internship school. We have examination committee of the college which comprises a senior teacher as a convener and other teaching and teaching staff

are members. The internal and external examinations are conducted in college transparently and smoothly.

Infrastructure and Learning Resources

The institution has its own building as per the norms of NCTE. In which there is adequate infrastructure and physical facilities for teaching learning. The college building is equipped with necessary facilities such as laboratorIes, sports field, computing facilities, classrooms, library cum reading room, seminar hall, conference hall etc.

Different activities are conducted every year including indoor and outdoor games. Every year the books are purchased in the college library as per the requirement of teaching staff and the students. The college provides ICT facilities in which there is Wi-Fi facility, printing facility, printers, projectors, overhead projector etc.

All laboratories including Computer lab, psychology lab, Science lab, Library, Sports room has one incharge who is responsible for maintaining and utilizing the facilities under his inchargeship. The huge play ground is available for the students for different sport activities. Every year different sports activities are conducted in the institution.

Student Support and Progression

The college tekes efforts for student support and progression. Career guidance is provided to the students through different programmes. In the college, adequate facilities are available such as vehicle parking, common rooms separately for boys and girls, first aid kit, Book bank scheme, hospital in campus, hostel for boy and gilrs, canteen, etc.

The college has transparent mechanism for timely redressal of students grievances including sexual harassment and ragging cases. Different committees are formed for this purpose.

The college has active student council where we facilitate students representation and engagement in various administrative, co-curricular and extra-curricular activities. Student council provides representative structure

through which a students are able to discuss on issues concerning benefits of college and development of themselves.

The college established alumini association. This association is a specially dedicated and design for ex-students of the institution. The alumni association contributes to college and student development in a different ways such as cooperating and guiding the current students during internship at different schools, provide guidance lectures on, motivation, personality development, communication skills, CTET, TET and other competitive examination.

Governance, Leadership and Management

The administrative work and governing activities of the college are directed towards the vision and mission of the institution. The institution follows decentralization in administrative work through different committees such as Academic committee, Purchase committee, Examination committee, Discipline committee, grievance and redressal committee, Library committee and many more.

All the activities regarding account and administration are transparent. Our college maintain financial and academic records properly. The College development committee including members from Management council monitor and guide about all administrative work.

The institution has prepared and trying to successfully implemented the strategic plans. The institution has started study center of Maulana Azad National Urdu University (MANUU),Hyderabad for B.Ed.(DM), Diploma in Leadership and Management and Diploma in Early Chilhood and Care Education. The College also stared study center for Yashvant Rao Chavhan Maharshtra Open University (YCMOU), Nasik for M.A. in Education, Diploma in School Management and Certificate course in Early Childhood and Care Education.

The college management also provides some welfare measures for the teaching and non teaching staff such as fee concession/ installment to wards of employees in sister institutions, financial support for trainings and workshops, free health services, EPFO, uniforms for non teaching etc.

Our institution conducts internal and external audit regularly. Different committees are formed for mobilization of fund and optimal utilization of it.

Institutional Values and Best Practices

For energy conservation various measures adopted to by the college. Low electricity consuming electrical appliances are used in college wherever possible.

For the waste management the institution follow some measures such as separation of waste in solid and liquid waste and disposing it at proper place to keep the campus clean and hygenic. Efforts to make paperless office and reuse of printing paper whenever possible.

Different activities are conducted throughout the year for leverages local environment, locational knowledge and resources, community practices and challenges such as tree plantation program, voter awareness program, health awareness program, Beti bachao beti padhao abhiyan, Swachh Bharat abhiyan, Corona vaccination camp etc.

The other best practices are, college applies three language formula in teaching learning process. All the teachers use English, Marathi, Hindi/Urdu for teaching so that student can understan the topics in better way

Regular weekly turorials and class tests are conducted for students as an extra activity for continuos evaluation of students performance. As a result of this activity our college got 10 university first rankers with * gold medals and 46 University merit holders till date.

Research and Outreach Activities

In the field of research, few of our staff members have completed Ph.D. in education. Research papers have been published by the staff members and college also motivates al staff members in research activities. Our staff member also have published books on the B.Ed. syllabus. Our staff member also working as a research guide. We have established research cell in our college.

We have adequate number of books regarding educational research which are helpful for all the teachers and students in the research field.

Necessary facilities are provided to the teaching staff for research activities such as study leave, books and journals on research in the library, computer & Internet facilities with WiFi, etc

Different outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development are arranged in the college such as health awareness rally, voting awareness rally, kitab Mela, visit to blind ITI, blood donation camps and vaccination camp with the help medical College, celebration of different days, Lectures of experts in different fields, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	IQRA EDUCATION SOCIETY'S IQRA COLLEGE OF EDUCATION
Address	G.No. 25/2, IQRA EDUCATIONAL COMPLEX, SHIRSOLI ROAD, MOHADI SHIVAR, JALGAON
City	JALGAON
State	Maharashtra
Pin	425001
Website	www.iqrabed.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shaikh Irfan Iqbal	0257-2950407		-	
IQAC / CIQA coordinator	Ishwar Narayan Songare	-	9545835057	-	songareishwar@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority letter marathi & English.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details		

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra 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	28-05-2015	12	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	G.No. 25/2, IQRA EDUCATIONAL COMPLEX, SHIRSOLI ROAD, MOHADI SHIVAR, JALGAON	Rural	11.75	1569.098

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,Bachelor Of Education	24	Bachelor Degree	English	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	0	0	4
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	5	4	0	9
Yet to Recruit				1
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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	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	16	2	0	0	18
	Female	29	3	0	0	32
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	1	2	0
	Female	3	4	2	0
	Others	0	0	0	0
General	Male	15	12	11	7
	Female	28	22	22	9
	Others	0	0	0	0
Others	Male	2	6	1	2
	Female	1	4	0	0
	Others	0	0	0	0
Total		50	49	38	18

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Iqra College of education is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and it strictly adheres to the prescribed syllabus by the university. The college is conducting B.Ed. programme which is under the faculty of interdisciplinary studies. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options/electives. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum

	integration that generates an understanding of themes and ideas that cut across disciplines and the relationship to the real world. We also have D.El.Ed. programme running in the same premises. Our institute is preparing for multidisciplinary 4 year Integrated Teacher Education Programme (ITEP) with B.A.B.Ed. and B.Sc.B.Ed. programme.
2. Academic bank of credits (ABC):	The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department of the state government. The university is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. There is, however, little scope to go beyond University norms for an affiliated College.
3. Skill development:	The curriculum of the various programme conducted in college is based on National Skills Qualifications Framework to enhance the skill development. The college conducts the teacher education programmes recognized by NCTE. The core content of these curriculum is to enhance the professional abilities in the field of teacher education. The syllabus of ability enhancement courses is bases on practical approach to inculcate the universal human values among the student teacher. It is also useful for skill development among the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism (English, Hindi, Marathi and Urdu) in the classrooms for better understanding of the topic. Students can also attempt papers in English or Marathi. Opportunities are provided to the students to participate Youth Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. whereas the subject like sociology, and philosophy with a focus on Sankya, Vedanta, and Yoga philosophy as

	prescribed in the syllabus also acquaint the students with our rich culture. The college celebrates different days to integrate Indian knowledge and values among students. The curriculum also is framed with appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,). The ability enhancement courses are added in curriculum to enhance the Indian arts and culture through Drama and Arts, Yoga Education, Peace education, Environment Education, Parenting Education, Disaster Management, Reading and reflection on texts and life skills education.
5. Focus on Outcome based education (OBE):	The curriculum is based on outcome based education with specified objectives (PLO's and CLO,s) of each programme and courses to achieve the goals of education. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOS are informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies. The college have been provided the many opportunities to participate and perform in curricular and co-curricular activities for students to achieve the goals. The National Policy on Education 2020 is focused to enhance the human values, life skills, development of professional skills for outcome base education. All students have to perform practice teaching school based activities in secondary schools. They also have to undertake the internship for three months to realize the practical experience in secondary schools to achieve the goals and objectives of the programme.
6. Distance education/online education:	The College is recognized as a study center of Maulana Azad National Urdu University, Hyderabad (MANUU) for distance education programme in the field of teacher education. The college conducts B.Ed.(DM) programme of MANUU. Only in-service teachers are eligible for distance education programme of B.Ed.(DM). From the year 2023 two more courses are also introduced in the institution namely Diploma in School Leadership and Management (DSLM) and Diploma in Early

	Childhood Care and Education (ECCE). Similarly the College is also recognized as a study center of Yashwantrao Chauhan Maharashtra Open University (YCMOU), Nashik for distance education programme in the field of teacher education. The college conducts M.A. in Education, Diploma in School Management (DSM) and Certificate course in Early Childhood Care and Education ECCE.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Iqra College of Education has established an Electoral Literacy Club with the main goal of educating the students about democratic rights, including the right to vote in elections. The Institute uses An Electoral Literacy Club as a platform to engage students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. This club also conducts voter awareness rallies among the local community.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following members: 1) Dr. Irfan Shaikh (I.C. Principal) 2) Dr. Ishwar Songare. (Election Nodal Officer) 3) Mohd. Tanvir Raza (Member) 4) Shaikh Saniya Mushtaque (Member) 5) Khadijatul Kubra Shaikh Khalil Khatik (Member)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral Literacy Club conducts voter awareness rallies among the local community.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	Electoral Literacy Club conducts voter awareness rallies among the local community.

advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college aware the students about voting and college also guides them to spread the awareness of voting among the local community.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	86	56	66	90

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	38	18	49	42

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	38	18	49	42

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	48	38	18	48

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	8	8

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.18	6.36	3.8	4.02	9.32

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 22

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:

In house practices of our college regarding curriculam are as follows:

- **The college strictly follows the curriculum prescribed by the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.**

- **College gives its valuable input by participating in curriculum revision workshops and in the meetings of the Board of Studies.**

- **At the beginning of session meeting is conducted for distribution of workload, subject distribution and time table framing.**

- **The faculty members prepares the teaching plans as per suject alloted.**

- **At the beginning of the year, the institution prepares well preplanned academic calender for the smooth functioning of various activities during the year.**

- **The academic calender includes all curricular, co-cocuuricular and extra curricular activities to be conducted whole the year.**

- **Experts are invited to conduct workshops or deliver lectures on various curricular and cocurricular activities.**

- **Educational tours with the purpose of supplementing theoretical knowledge with practical ones are frequently organized by the institution.**

- **Workshops regarding the microteaching demos, lesson**

planning with the latest methods are organized, where subject experts put forward their valuable inputs.

- **Workshops and seminars were organinized to develop various life skills namely, Communication skill, public speaking, personality development, stress management, time management, leadership skills, interview skills, organizational skills, etc in students.**

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: D. Any 2 of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document	
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)	
Report and photographs with caption and date of student induction programmes	[View Document](#)	
Data as per Data Template	[View Document](#)	
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)	

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including

pedagogy courses for which teachers are available

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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](#)

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	

1.2.3

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

Response: 0

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

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

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: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	
Data as per Data Template	

1.2.5

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

Response: 2.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

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

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:

- **A fundamental or coherent understanding of the field of teacher education: The student teachers are exposed to the latest teaching methodologies by inviting experts, conductingseminars and workshops, demonstrations by teachers, and discussion lessons by students. Exposure to technology (Latest methodology using PowerPoint presentations, access to online courses, using smart boards, LMS technology in classroom teaching. The college celebrates various days of national and international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national & international understanding.**

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: In the first year of B.Ed. under the course EPC-4: School Management, two projects entitled "1. Survey of any one**

School regarding School Management and submit the report and 2. Survey of any one school regarding physical facilities and learning resources in school and submit the report." are designed for the students to gain early field experience of different school managements, physical facilities and learning resources in available in different schools. In this the students have to observe the different components and submit the report of the same. In paper EPC-1 (Various tools, techniques and approaches of teaching) of B.Ed. In first year, the students are imparted theoretical knowledge of different tools, techniques and approaches of teaching, various microteaching skills and components of various micro-skills involved in teaching. In the pedagogy papers, the pupil teachers are taught to use these skills practically in their subject of specialization. In second year of B.Ed., the demonstration of model lessons is done by subject teachers and the students are familiarized with the components which are to be critically analyzed. afte this he students are required to go fo 15 weeks School internship program, which provides them practical exposure to real classroom teaching. At the end of the internship period, each student is required to submit detailed report of activities conducted, school infrastructure, and teaching aids used, etc. during Internship along with practice teaching lesson file and action research project.

- **Capability to extrapolate from what one has learned and apply acquired competencies:** The teacher educators focus on educating the minds and spirit of student teachers by providing them value based education and provide such a learning environment (blood donation camp, corona vaccination camp, field visits, rallies, etc) that fosters character building and helps them to lead a life of learning and service. The tree plantation campaign, voter awareness rallies, Clean india campaign, Beti Bachao Beti Padhao campaign, etc. enhance the capability of the pupil teachers to practically apply the knowledge attained. The activities like celebration of important days of national and international importance; competitions like sports week, food festival, poster presentation, etc are conducted to mark the occasion. During the internship period, the students

organize debates, quize competition, drawing competition, etc. The pupil teachers use latest techniques of teaching and assess the students using innovative evaluation tools.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.: Opportunities are provided to develop critical capacities among students to use research findings through assignments and meaningful projects as a basis for improving their teaching. The college aims to produce competent teachers with theoretical knowledge and understanding, combined with practical skills, proficiencies, and commitment to work to enhance the quality of education. The curriculum also aims to provide them exposure of diverse people and cultures through youth festivals, seminars/workshops, indoor club activities etc. to bring peace and harmony. The craft subjects facilitate them in enhancing their aesthetic sense and make them vocationally competent for their future endeavors. The institution provides well-resourced infrastructure having a clean, warm, comfortable, and attractive ambiance and acquaints the student teachers with the impact of globalization on education and prepares the students to imbibe such qualities which would prove beneficial to them to meet the emerging needs.**

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

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

Response:

In the first year of B.Ed. under the course EPC-4: School Management, two projects entitled "1. Survey of any one School regarding School Management and submit the report and 2. Survey of any one school regarding physical facilities and learning resources in school and submit the report." are designed for the students to gain early field experience of different school managements, physical facilities, learning resources in available in different schools, Development of school system, Functioning of various Boards of school education, Functional differences among them, Assessment systems, Norms and standards, State-wise variations, An international and comparative perspective In this the students have to observe the different components of school and submit the report of the same.

Besides the above project work the students are also familiarized with the diversity in school system in India with respect to the following areas as under…

- **Development of school system: The students are familiarized with the Development of school system through field based activities and internship programme at different schools.**

- **Functioning of various Boards of School Education: The students have been oriented with functioning of schools affiliated with different board through organising the orientation and lectures by experts and head masters of diffenrent schools affiliated to State Board,CBSE, ICSE, etc.**

- **Functional differences among them: The students have been oriented with Functional differences among different schools based on policies of different management, affiliated boards and also get the knowledge of functional difference through field based activities and internship programme at different schools.**

- **Assessment systems: The students are familiarized about the diversity assessment system through the lectures and through field based activities and internship programme at different schools.**

- **Norms and standards: The students are familiarized about the norms and standards of different school system through the lectures and through field based activities and internship programme at different schools.**

- **State-wise variations: The students are familiarized about the State-wise variations through the lectures. The medium of instruction is in regional language in the different state and regional language is also taught in English medium schools as per the policy of education.**

- **International and comparative perspective: The students are familiarized with study of different courses and activities.**

File Description	Document
Documentary evidence in support of the claim	[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:

The institution enables the students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field through following efforts:

- **The curriculum have the various dimension to develop the students in various fields of teaching profession. The effective implementation of syllabus as per academic calendar.**

- **A fundamental or coherent understanding of the field of teacher education is acquired and demonstrated the knowledge through perspectives in Education.**

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

is provided through Curriculum and pedagogic studies.

- **Capability to extrapolate from what one has learnt and apply acquired competencies is provided through filed base activities and practicals.**

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are provided through engagement in fields and enhance professional capacities.**

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](#)

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

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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: 80.8

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

2.1.2

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

Response: 520

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	1	10

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]()

2.1.3

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

Response: 10.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	1	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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:

Process is in place at entry level to identify different learning needs of students is as follow:

- **The students come for admission in our college through the Common Entrance Test and ELCT which is conducted by Maha. Govt. CET Cell.**

- **The common entrance test for 150 marks is conducted to assess the Mental Ability, General Knowledge, Teacher Aptitude and English language content test of the students.**

- **The admissions are given on the basis of merit.**

- **After the completion of admission process,the college conducts the orientation programme in the beginning to introduce the syllabus of**

each programme as per course.

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: E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: No Special effort put forth in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 24.5

2.2.4.1 **Number of mentors in the Institution**

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential learning, participatory learning and problem-solving methods in the teaching-learning process.

- **Students are provided with an opportunity to work in schools during their internship (15 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, vision and mission of the school, policies, practices, decision-making system of the school, teaching-learning processes and human resource system etc. of the host institutions. This internship program is structured on the premise that students need to gain experiential learning and hands-on training for respective work areas. B.Ed. second year students engage in a three-month long internship in various schools of the Jalgaon city.**

- **Participative learning is embedded in the courses through a variety**

of learning methods, tools and mechanisms, such as assignments, field visits, group presentations, hands-on group exercise, workshops, training sessions, home assignments, and seminars. The teachers employ an interactive approach through discussions, oral group presentations to encourage greater participation and interactive learning.

• The college has entered into collaborative MOU's with other educational institutes and universities in which facilitate joint-projects and academic activities such as diploma or certificate courses, seminars, conferences, lectures and other exchange initiatives. These engagements expose students to a wider gamut of opportunities and gain much needed experience.

• Guidance and Counselling session helps to combine theoretical knowledge with practical through talks, visits, presentations and career counseling. It gives students a platform to enhance their interpersonal skills and provide an insight regarding various career options.

• Field trips to biodiversity parks, heritage sites, etc. are organized to promote grass root understanding of concepts.

• Special lectures/seminars/conferences are organized to encourage and motivate students to become
participative agents and not just passive recipients of knowledge.

• Use of ICT & E-resources by students is encouraged.
College Magazine is published to nurture creativity and other skills of the students.

• Lesoon demonstration is conducted by subject experts and Lesson planning workshops are also conducted groupwise under the supervision of subject experts.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[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: 61.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	5	2	2

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: 98

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

1. Working in teams- Continual mentoring is provided in our college by teacher for developing professional development. For this purpose we work in teams if problem arises among the students all the staff members think on it. Different groups are formed in college for different activities such as micro teaching, practice teaching lessons and internship activities, for that purpose the students work in team.

2. Dealing with student diversity- As we know that there is individual difference in the classroom and the students come from different types of backgrounds so here college guides students as per their need. The diversity among the student is considered while guiding them.

3. Conduct of self with colleagues and authorities- All the staff members maintain proper and friendly relationship with their colleagues and authorities. All the staff members corporate each other in their official work and even in their personal work.

4. Balancing home and work stress- Our staff members keep proper balance between office work and home and home so it does not affect on student development. All mentors give their full efforts for full filling the duties which are assigned to them.

5. Keeping oneself abreast with recent developments in education and life- Keeping ourself Everest with recent development in education and life we attend different seminar workshops conferences read research paper and magazines articles and update ourselves.

File Description	Document
Documentary evidence in support of the claim	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: D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.3.7

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

Response:

All the time students are encouraged to make best use of various opportunities provided to them to nurture their creativity, innovativeness, intellectual and thinking skills, empathy, life skills, moral values through different subjects and activities.

Every year our college encourages the students to participate in youth festival which is organised at university level where they show their talent, creativity, innovativeness, intellectual skills, etc.

E.g. 1) We had a student named Jameel Khan. He was M.Sc. before coming to B.Ed. He is very talented. When he was doing B.Ed. in our college, accidentally his father died, so mean while he was in dipression. He is the only son of his parents. He took all the responsibilities of his mother and sister on his shoulder. The college gave him moral support. The college helped him to complete his B.Ed course. The college also encouraged him for further education. Now he had successfully completed his B.Ed. and also doing M.Ed. The college offered him part time job after B.Ed. to help him financially. Now he is also preparing for NET/SET/PET/TET examination.

E.g. 2) We had a student named Nilofer Shaikh. She was very talented. When she was doing B.Ed. in our college, her financial condition was not so good. The college gave her moral support. The college helped her to complete her B.Ed course. The college offered her part time job after B.Ed. to help her financially. The college also encouraged her for further education. She had completed M.A.(History) and M.A.(English) and now she is doing M.A. (Education) and also preparing for NET/SET/PET/TET examination.

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: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	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: C. Any 4 or 5 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](#)

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: C. Any 2 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: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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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: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

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: C. Any 2 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:

1. **Selection/identification of schools for internship: The institution has different Marathi, Urdu and English medium schools in Jalgaon City for Internship. These schools are selected on the basis of infrastructure and different facilities.**

2. **Orientation to school principal/teachers: All the headmasters or supervisors of respective schools are invited in college for meeting for the orientation of internship program in their schools.**

3. **Orientation to students going for internship: One week orientation program is arranged for the students before starting for internship. All the Activities to be done are explained to them by the Internship incharge.**

4. **Defining role of teachers of the institution: Different groups of students are formed for different schools for internship and each group is provided an expert teacher to guide them regarding different activities which will be held in schools.**

5. **Streamlining modes of assessment of students performance- There are different modes of assessment of students performance during internship such as observation of lessons, observation of their**

activities, their participation in different programs, internship reports, practice teaching lessons, etc.

6. **Exposure to variety of school set ups- Students are instructed to visit and observe school campus, library, computer room, laboratories, etc of the school during internship to get the knowledge of functioning of different departments.**

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

2.4.9

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

Response: 12

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

Response: 4

File Description	Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

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: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

- **We adopt a mechanism of supervision with mentor in which every stake holders of effective practice teaching make an effective role for the construction of student-teacher.**

- **The supervisor visits frequently to allotted schools and make a presence in class during taking class by student teachers. They organize peer teaching also. They take feedback by Learners to ensure the effective teaching.**

- **We involve teachers of school concern as well as Principal for giving feedback and suggestions as required.**

- **Our student teachers actively participate in school assembly. They organize competitions, cultural and academic programme for the learners. They actively participate in sports and community services. They make an effective participation in conducting seminars, quiz competitions, essay competitions, and debate etc. for learners. They also take part in assessment of learners.**

- **These activities are monitored by supervisors very effectively. Thus supervisors always are supportive in development of teaching skills of their student teachers.**

- **Thus we have adopted an effective monitoring mechanism during internship programme as per mentor group.**

File Description	Document
Documentary evidence in support of the response	[View Document]

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<u>View Document</u>

2.5 Teacher Profile and Quality

2.5.1

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

Response: 68.42

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

2.5.2

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

Response: 57.69

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	<u>View Document</u>
Certificates of Doctoral Degree (Ph.D) of the faculty	<u>View Document</u>

2.5.3

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

Response: 19.5

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

Response: 78

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The Institution is very helpful in updating their teachers professionally.

- **Teachers are motivated to participate in national/ international/regional level conferences and workshops.**

- **Teachers are members of various academic commitees of University.**

- **Teachers regularly contribute their academic excellence through research papers/articles in educational journals.**

- **Many different recent issues in the field of education are discussed in staff meetings.**

- **The college also organizes workshops and conferences regarding recent developments in the field of education.**

- **Teachers have attended online Seminars, Workshops, Symposium and Webinars etc. Some of them have presented their papers.**

- **Teachers have also conducted National and International Seminars and workshops. Some teachers have worked on university committees in the year.**

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The college has prepared rubrics for the Continuous Internal Evaluation.

- **The Continuous Internal Evaluation is done through Project works, assignments, weekly tutorials, performance in Microteaching, practice teaching and participation of students in different activities during internship.**

- **The students have to attend weekly tutorials of 20 marks each. Test is conducted as per examination norms.The performance of test is communicated to students regularly. Necessary feedback and suggestions are also provided to each students for their performance.**

- **Each student has to submit assignment/project of 20 marks for each course.**

- **Each students has to complete 20 microteaching lessons and 16 practice teaching lesson under the supervision of the teacher.**

- **Each students has to complete Internship of 15 week duration in different schools.**

- **It is found very helpful in sharpening their mental abilities and preparedness of skills.**

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: C. Any 2 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](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- **Examination Committee of the College comprises of a senior teacher as convener and other teaching and non-teaching staff as members with an objective to handle the issues regarding the examination grievances.**

- **The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internals and term-end examinations.**

- **At the beginning of the year faculty members inform the students about the various components in the assessment process during the year.**

- **The internal assessment schedules are prepared as per the University and communicated to the students well in advance.**

- **Complete transparency is maintained during the Internal assessment through the adoption of the criteria given by the University. Students and faculty members are made aware of the transparency to be**

maintained in the system of assessment. This enhances transparency and rapport between the faculty members and students.

- **After assessment reports are prepared, it is shown to the students as well as displayed on the notice boards, so that grievances (if any) can be resolved immediately and submitted by the concerned faculty to the department.**

- **Any grievance related to the university question paper like out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number during exams are addressed to the principal in turn he proceeds the same to the University immediately.**

- **Proper guidance regarding the grievances at university level is also given to students. The queries related to results, corrections in mark sheets, revaluation, re-appear are other certificates issued by university are handled by office staff and examination committee.**

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

- **The academic calendar is prepared at the beginning of the year in consultation with all faculty members to ensure the organization of curricular and co-curricular activities to be conducted during the year.**

- **The academic calendar is discussed in the staff meeting and approved for implementation with concern committees.**

- **The academic calendar contains the yearly schedule of the college**

based on university academic calendar.

- **The schedule of the internal examinations and university examinations is considered for academic calendar.**

- **All the evaluation activities are conducted in light of the academic calendar.**

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:

- **Learning outcomes form an integral part of college vision, mission and objectives. The program outcomes, program specific outcomes and the course outcomes have been clearly stated and communicated in the institution. These are in accordance with the syllabi prescribed by the University.**

- **The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training. This type of work experience can be gained through real life experiences.**

- **Besides this, students will attain various contemporary life skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc.**

- **The learning objectives are communicated through various means**

such as college website, induction and orientation programmes.

- **The CLO's and PLO's are also discussed in alumni meets and are disseminated in the classrooms by concerned staff members.**

- **Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals.**

- **Teachers are also well informed about the learning outcomes of each subject that they are teaching.**

- **The college deputes teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.**

- **Teachers actively participate in workshops on revision of syllabus organized by the university.**

- **In addition to this many teachers have written and are writing books, articles, papers in journals, even contributing chapters to books.**

- **I/C Principal is also a member of Board of studies of the University who are in capacity to revise the learning outcomes from time-to-time and as per the changing needs of curricula. Thus, the process of perception and outcomes takes place in exact manner and excel the quality of teaching and learning.**

- **The PLO's and CLO's of B.Ed. programme and their courses are as per the syllabus of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**

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: 68.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	37	18	48	31

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:

PLOs and CLOs are monitored for further improvement in students. The college conducts regular remedial teaching and guidance activities. The performance of the students in the examination is discussed in staff meetings. Strategies for improvement of students' performance are discussed. Additional support to the students through remedial teaching activities is organized.

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: 48

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 Continuous Internal Evaluation is done through Project works, assignments, weekly tutorials, performance in Microteaching, practice teaching and participation of students in different activities during internship.**

- **The students have to attend weekly tutorials of 20 marks each. Test is conducted as per examination norms.The performance of test is communicated to students regularly. Necessary feedback and suggestions are also provided to each students for their performance.**

- **Each student has to submit assignment/project of 20 marks for each course.**

- **Each students has to complete 20 microteaching lessons and 16 practice teaching lesson under the supervision of the teacher.**

- **Each students has to complete Internship of 15 week duration in different schools.**

- **It is found very helpful in sharpening their mental abilities and preparedness of skills.**

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Documentary proof for each of the claims	[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

File Description	Document
Details of reports highlighting the claims made by the institution	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 1.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	0	2

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: 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	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: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	3

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: 65.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	82	0	0	86

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

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: 6.57

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

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

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:

- **The College arranged health awareness rally in shirsoli village.**

- **The college arranged voting awareness rally in sirsauli village with school.**

- **The college participated in Kitab Mela organised by Iqra Education Society.**

- **The college visited ITI for blinds near Sindhi colony Jalgaon to motivate the students and to understand the social issues for the community development.**

- **With the collaboration of BUMS College Jalgaon, the college participated in blood donation camp and free medical camp.**

- **With Iqra public school, the college arranged science and superstition programme.**

- **There is Unani medical College in our campus. Corona patients were admitted in that hospital, the students saw their situation and the students are motivated to participate in corona vaccination process. The students also motivate other people to participate in this activity. In this regard the college organised corona vaccination camp in Unani medical College Jalgaon.**

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Report of each linkage along with videos/ photographs	[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: 3

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

Response: 3

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: C. Any 3 or 4 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 has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.The quality of teaching-learning process is maintained by adopting appropriate policies and procedures for utilizing the infrastructure facilities of the college. The infrastructure facilities and other learning resources of the college are used very well for the teaching-learning process. The college is equipped with adequate facilities for accommodating the needs of students, faculty, and the administrative staff.The college has a well-maintained computer lab, Wi-fi facility and printing facility, Printers, LCD Projector, OHP, black Boards, etc. LCD Projectors are effectively used in regular classroom teaching where learning is more comfortable and comprehensive. Library: The library supports the academic needs of students, research scholars, and faculty of the college by providing information resources such as books, journals, Proceedings, reference books, etc. The Students and faculty of the college have optimally utilized the well-maintained laboratories such as Computer Lab, Psychology Lab, and Science Lab.The huge play ground is available for the students for different sport activities. Every year different sports activities are conducted in the institution. All necessary sports materials for indoor and outdoor games like Caram, Chess,Badminton, Cricket kit, football, etc are
available in college.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[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: 42.86

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

Response: 3

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

Response: 7

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 16.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.0	0.8	0.8	1.2	1.6

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

- **There is a well- developed library for the use of students.**

- **It is partially automated. A library Integrated Library Management System (ILMS) was insatalled in liarary.**

- **Each student may borrow 2 books at a time and may keep them for 5 days, after which they have to return.**

- **There is a book bank facility in which the pupils are given 4 books each, which they can use for the complete year.**

- **There is an internet connection in the library for the use of students.**

- **Newspapers in English, Urdu and Marathi are available for reading.**

- **Educational magazines and journals, encyclopedias, dictionaries, books on competetive exams, etc. are also available for teachers and students.**

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:

Remote access to library resources is under process for Implimentation. Very Soon our college will provide remote access to library resouces to students and teachers.

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: E. None of the above

File Description	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: 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.03	0.06	0.07	0.10	0.10

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

4.2.5

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

Response: 1.47

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: 32

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: 28

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: 35

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: 25

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: 30

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document

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: D. Any 1 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 college has a well-maintained computer lab, Wi-fi facility and printing facility, Printers, LCD Projector, OHP, black Boards, etc.**

- **LCD Projectors are effectively used in regular classroom teaching where learning is more comfortable and comprehensive.**

- **The Students and faculty of the college have optimally utilized the well-maintained Computer Lab.**

- **All ICT facilities are updated regularly as per the need.**

Sr. No.	Particulars	Numbers
1.	Computer Lab	01
2.	Computer	15
3.	Laptop	01
4.	LCD Projector with screen	03
5.	Software	03

6.	**Printer**	**04**
7.	**Internet Connectivity**	**Yes**
8.	**Scanner**	**03**
9.	**Digital Video Camera**	**01**
10.	**Sound system set**	**01**
11.	**T.V. set**	**01**
12.	**VCR/ VCD/ DVD Player**	**01**
13.	**UPS**	**05**
14.	**Networking Modem**	**02**
15.	**Cupboards**	**02**
16.	**CD / DVD ROM**	**10**

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: 4.45

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

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: 70.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.9	4.4	2.5	3.5	8.5

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:

Yes, We have established systems and procedures for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports complex, computers, classrooms etc. All laboratories including Computer lab, psychology lab, Science lab, Library, Sports room has one incharge who is responsible for maintaining and utilizing the facilities under his inchargeship. Rules and regulations including time table of using these facilities were prepared and approved by College development committee. Every teacher and student has to follow the rules stricltly to maintain the quality.The huge play ground is available for the students for different sport activities. Every year different sports activities are conducted in the institution. All necessary sports materials for indoor and outdoor games like Caram, Chess, Badminton, Cricket kit, football, etc are available in college.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

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
Geo-tagged photographs	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: D. Any 2 of the above

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

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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: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View 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: 21.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	6	11	15

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

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

Response: 10.42

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

Response: 5

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 3.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	1	0

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:

Our Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities like student council and students representation on various bodies.

Our students participates in curricular, co-curricular and extra curricular activities time to time at college level and university level.

The student council comprises of representative from all years of students and are led
by senior faculty or staff members of the institute.

The committees as per the interest of the students stepping up to take an active leadership role.

The committee ensures maximum involvement and all members of the institute and its respective
stake holder groups.

The establishment of student council plays an integrate and important role in the student community.

Student council provides a representative structure through which students can debate issues of concern and initiative of benefits to the college.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)

5.3.2

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

Response: 12.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	10	11

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:

The College has a strong Alumni Association. This section is specially dedicated and designed for our students who had passed from our Institution or are currently studying in the institution. Institution conducts meeting of alumni association twice a year. One of the agenda of this meeting is to take feedback and discuss on various activities. Oral feedback is taken from them and is considered for improvement. This allumni association is very helpful for college students specially for conducting various motivational lectures, personality development lectures, competitive examination guidance and placementadvice and support tothe students in various school.

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: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	2	0

File Description	Document
Data as per Data Template	[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:

Institution conducts meeting of alumni association twice a year. One of the agenda of this meeting is to take feedback and discuss on various activities. Written and Oral feedback is taken from them and is considered for improvement. We also call our alumni to deliver lectures on different topics and guidance programme such as

1. **Motivational lectures**

2. **Personality development**

3. **Poster presentation**

4. **Guidance regarding school curriculum**

5. **Get together programme**

6. **Felicitation programme**

7. **Practice teaching lessons and Internship guidance**

8. **Cooperation in internship activities**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- **The Vision of the institution is: "To create qualitative and competent teachers by imparting world class teacher education to all students, with special attention to minorities."**

- **The Mission of the institution is: "To impart knowledge, skills and new technologies among all students – specially minority students, to enable them to become knowledgeable and creative educators of the future."**

- **All the administrative and governing activities of the college are directed towards the vision and mission of the institution. The administrative setup of the institution regularly work to create qualitative and competent teachers by imparting world class teacher education to all the students. The institution adopted various activities to impart knowledge, skill and new technologies among all students. The management of the institutionencourages democratic environment, student centered approach and participatory management approach in running the institution. The academic freedom is given to the Principal and staff of the college. To achieve the vision andmissionof the institution various committees are formed includingteachers, students and non-teaching staffs.**

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

6.1.2

Institution practices decentralization and participative management

Response:

Institution practices decentralization and participative management by forming different committees such as IQAC, Library Committee,Sexual Harassment, Examination, Practice Teaching lessons, etc. The institution's active management which participates in different programmes whenever necessary. The management gives its views and suggestions on decisions taken in meetings.

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 maintains transparency in its financial, academic, administrative and other functions in the following way.

1. The management observes and controls the day-to-day affairs of the institutions. It gives approval to annual budgets and financial statements, and appoints chartered accountant for audit. Recruitment process of all staff is followed as per rules by the government and the management.

2. Management approves the annual budgets and financial

accounts,allotments of new infrastructure development, infrastructure for academic, sports and other activities.

3. College Development Committee (CDC) is constituted as per the provision section 97 of Maharashtra Public Universities Act, 2016.

4. The College established the Internal Quality Assurance Cell in the year 2016 as per the guidelines of NAAC.

5. The College has established the working committees to perform the various activities.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution has successfully implemented the following strategic plan.

- **The institution has successfully started career oriented courses in collaboration with two Distance mode universities such as:**

1. **College started Study Center of Maulana Azad National Urdu University (MANUU), Hyderabad for distance mode courses such as-B.Ed. (DM), Diploma in School Leadership and Management (DSLM) and Diploma in Early Childhood and Care Education (ECCE).**

2. **College also started Study Center of Yashwantrao Chavhan Maharashtra Open University (YCMOU), Nasik for distance mode courses as- M.A. (Education), Diploma in School Management**

(DSM) and Certificate course in Early Childhood and Care Education.

- **The institution has successfully signed MoU with KCES's College of Education for faculty and student exchange.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

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 functioning of our institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. All institutional bodies work according to the rules and procedures formed by the higher authority. The acivities of the different institutional bodies are regularly evaluated and monitered by the higher authorities. All the physical and human resources of the institution are properly utilised by the institution to ensure the effective and efficient functioning of the institutional bodies.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

One of the decisions taken in the meeting is that, the college has decided to start YCMOU study centre for M.A.(Education), DSM, ECCE.

As per the discussion held in meeting the proposal was sent to the YCMOU Nashik for starting the study centre for M.A.(Education), DSM, ECCE in Iqra college of Education. Now the above courses are running in the institution.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report 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:

Various welfare measures are being practiced in the institution for teaching and non-teaching staff which are as followed.

Welfare measures for teaching staff:

1. **Duty leave**

2. **Permission for the Official Assignments to the teachers.**

3. **Financial support for trainings and workshops for professional growth**

4. **Free health services (free medical check-ups and free consultation)**

5. **Maternity/paternity leave**

6. **EPFO**

7. **Fee concession/ Installment to ward of staff in sister institutions**

Welfare measures for Non-teaching staff

1. **Financial support for trainings and workshops for professional growth**

2. **Free health services (free medical check-ups and free consultation)**

3. **Maternity/paternity leave**

4. **EPFO**

5. **Uniforms for non-teaching staff**

6. **Fee concession/ Installment to ward of staff in sister institutions**

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

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: 11.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement thatlead to further progress and growth of the employee.

Teaching Staff:

a) The performance of each faculty member is assessed according to the Annual Self Assessment report.

b) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.

c) The feedback about teaching staff also collected from the students to find out the strength and weaknesses of their teaching.

Non- Teaching Staff:

All non-teaching staff are also assessed through annual confidential reports. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students and public.

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:

Institution conducts internal and external financial audits regularly.

1. Internal Auditing:

The internal auditing is arranged by the society. The auditors

appointed by the management, audit the accounts of the college. The internal auditors give guidance to the clerical staff of the college on writing the voucher properly, receiving the receipt against cheque payment, TDS deduction etc.

2. External Auditing:

The external auditing is done by CA S.R.Maniyar and Company, Jalgaon. After 31st March the college submits the document pertaining to accounts, Iqra College of Education, Jalgaon which are already audited by the internal auditors to the external auditor. They come to the college and verify all the documents. This procedure goes on for one month during April. The audited statement with audit rectifying report is submitted to the college. The quarries if any by the auditors are rectified.

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)**

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

place.

Response:

Mobilization of Funds:

1) The student Tuition fee is the major source of income for the institute.

2) The management also provides need-based loans to college.

Resource Mobilization Policy and Procedure:

1) Before the financial year begins, Principal and Heads of Departments prepare the college budget.

2) The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.

3) It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.

4) The budget is scrutinized and approved by College Development Commitee.

Utilization of Funds:

1. A purchase committee has been constituted to monitor the optimum utilization of funds for various recurring and nonrecurring expenses.

2. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, stationary, etc.

3. The quotations are scrutinized by thepurchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc.

4. The Principal, purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies The process adopted by the institution for quality assurance through IQAC is as follows.

1. IQAC initiated quality culture in the institution and it has helped to take sound decisions for the smooth academic and administrative functioning of the college.

2. IQAC tried to update the faculty, staff and students in their own subject and specialization by arranging various programmes.

3. Special guidance provided to teacher trainees by the reputed experienced teachers who are working in sister institutions.

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 reviews its teaching-learning process periodically through IQAC and different commitees established for the purpose.

1) The committee has to prepare the academic calendar. The orientation session, seminars and workshops are planned and implemented as per syllabus. The small group of student assigned to the mentor teacher for guidance and counselling of the student.

2) Regular weekly tutorials where conducted to check the achievement of the students in different subjects.

3) The students also has the mechanism for self-assessment with feedback from peer group in Micro teaching workshop and school based practice teaching sessions.

4) In IQAC meetings, members discuss the issues regarding teaching learning and evaluation process.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)

6.5.3

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

Response: 12.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	10	11

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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	
e-Copies of the accreditations and certifications	[View Document](#)	
Data as per Data Template	[View Document](#)	
Link to the minutes of the meeting of IQAC	[View Document](#)	
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)	

6.5.5

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

Response:

Institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiative for second cycle which are as follows...

1. The college has been focusing on research area, in this research section our two assistant professors have done Ph.D. successfully and have published the research papers in pear reviewed journals. One of our assistant professors has published two books on science methodology. One of our lecturers has got guideship in education and under him one student is taking guidance of Ph.D.

2. The college is trying to publish a quality magazine and due to this efforts some students of our college got first, second and third prize from the university.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements. Energy should be saved during the work, itis utilized for various activities and for necessary electrical applicances like fans, printers, lights, computers etc. So our institution takes measures of conservation of energy to fulfil our needs and avoid its wastage.

There are following steps which are taken by the college in this direction:

1. Not to waste energy and try to use the energy in appropriate manner.

2. To explore the alternate source of energy. The college is using LED bulbs and otherenergy saving devicesand sensitizing the students, teachers and supporting staff for saving the energy resources by avoiding its wastage.

3. Electrical and electronic appliances are switched off when there is no need.

File Description	Document
Institution energy policy document	[View Document](#)

7.1.2

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

Response:

The institution manages degradable and non-degradable waste by separating Solid waste and Liquid waste and disposing it at proper place.

We create consciousness among students, teaching and non-teaching staff regarding waste management. Use of Jute and cloth bags is encouraged. All efforts are being made to make the campus Plastic free. The dry saleable materials like paper, files, plastic, old furniture and other waste is regularly sold to recycling agents thus generating some income for outreach activities. For wastewater management the staff and students are advised to minimize water wastage by turning off taps when washing their hands and report any leaking taps. Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rainwater harvesting.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: E. None of the above

File Description	Document
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

7.1.5

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

Response:

Iqra college of education is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in the following way such as Clean Campus: The college maintains clean, green and safe campus and good ambience. The sweepers clean campus daily. For better sanitation organic material are used for sanitation by spraying. Green Cover: The college campus has a number of trees, plants, flower beds and garden that give a good green cover to the college campus. The green cover is further widened regular practice of plantation, protection of existing green covers. A pollution free healthy environment: The college also takes care of creating pollution free healthy environment.

The college is taken following steps for clean, sanitized, green cover and pollution free campus.

1. **The college has appointed sweepers for cleanliness and sanitation.**

2. **The college has appointed Gardner for gardening, tree plantation, lawns.**

3. **The college campus consists of garden and trees to avoid unhealthy environment.**

4. **Students are encouraged to use jute bags or cotton bags.**

5. **College purchases saplings every year.**

6. **Dedicated environmental awareness programs are organized from time to time. Environmental Education is taught as an elective subject to B.Ed students in the first year which is a very popular choice.**

7. **Efforts to make Plastic free campus.**

8. **Efforts to make Paperless office.**

File Description	Document
Documents and/or photographs in support of the claim	<u>View Document</u>

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: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<u>View Document</u>

7.1.7

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

Response: 7.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.6	0.6	0.50	0.40	0.5

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:

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

1. College organises tree plantation programme with the help of local community.

2. College invites various resource persons in different fields.

3. College arranges voter awareness programme with the help of local community.

4. Rallys are aranged on the issue of Beti Bachao Beti Padhao and Swachchh Bhara Abhiyanwith the help of local community.

5. College organizes various games and sports at college lever for fitness.

6. College organizes and participates in corona vaccination camp.

7. College organizes and participates in blood donation camp.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.9

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

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

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[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:

There are following best practices which are done in the institution.

1. The institution conducts tutorials and prelims for the evaluation and preparation of the students that is why the college has history of highest rankers in the university such as gold medal and 1st rank. Weekly tutorials are conducted whole year on each and every subject. This is an extra activity conducted by college which is not given in the curriculum.

2. The institution applies three language formula in teaching and learning process. All the teacher use English, Marathi and Urdu/Hindi while teaching therefore the students understand the content easily. Besides these best practices the institution promotes students for the use of technology. The students are interacted with institution through social media such as whatsapp.

File Description	Document
Photos related to two best practices of the Institution	**View Document**

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness of the insitution:

The institution applies three language formula in teaching and learning process. All the teacher use English, Marathi and Urdu/Hindi while teaching therefore the students understand the content easily.

The institution conducts tutorials and prelims for the evaluation and preparation of the students that is why the college has history of highest rankers in the university such as 46 University merit holders with 10 Gold medals and 1st ranks till date. Weekly tutorials are conducted whole year on each and every subject. This is an extra activity conducted by college which is not given in the curriculum.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	**View Document**

5. CONCLUSION

Additional Information :

Iqra Education Society is a MINORITY institution, dedicated to the spread of education among the minority and other group of students, established in the year 1986. The Iqra Education Society established Iqra College of Education in the year 1992. Iqra B.Ed College is an English medium college. even through students having Marathi medium also have completed their B.Ed course successfully.

The Iqra College of Education is situated in Iqra Educational Complex, Shirsoli Road, Mohadi Shivar, Jalgaon. The college building is constructed as per NCTE norms, having all the physical facilities as per norm. We believe that our beautiful building and campus can motivate teacher trainees to become good teachers in the future.

As per the survey and provision given by different commission, the minority groups are considered as a weaker section of society. So, for their future prosperity the college has a mission to impart knowledge, skills and new technologies among all students, especially minority students, to enable them to become knowledgeable and creative educators of future. Today, many teacher trainees of our college are serving in different educational institutions, having different posts and responsibilities.

Our college has a unique status having diversity as the students of different castes; languages and culture are taking education here. Since a long duration of time although our college is minority the students from majority have also completed their course. We are implementing the principle of unity in diversity in a real sense.

The academic progress of teacher trainees is a main objective with all-round development of teacher trainees. During classroom teaching the teachers adopt three language formulas. Due to this classroom activity of a teacher all the students are able to understand whatever the teacher is teaching in the classroom.

The college has a VISION to create qualitative and competent teachers by imparting world-class teacher education to all students with special attention to minorities. Keeping in view this vision the principal and all the teachers are always eager to provide latest knowledge to teachers trainees. Our VISION is reflected through the achievement of merit list of the university since 1995 to till today.

Concluding Remarks :

For nearly 30 years, Iqra College of education as a TEI has been contributing in preparation of competent and able teachers for secondary schools. Teachers of Iqra

College of education are committed to the professional development of teachers through classroom technology training sessions, curriculum integration, and lesson planning.

The colege has highly experienced faculty members having few of them with Ph.Dls, NET and SET qualified. Faculty members are encouraged to apply for research activities. Moral Education is an integral part of teaching learning process in the institutions. The focus of the institution is to produce value based, professional and globally competent teachers.

Iqra College of Education produces conscious-minded teachers who are deeply attuned to the needs of every individual in the classroom. They believe in teaching and learning experiences that are meaningful, collaborative, creative, and transformative.

Teachers are the key to the implementation of NEP 2020. Keeping this in mind, all efforts are being made to prepare students teachers for the successful implementation of NEP 2020 by giving them training in combination of conceptual, practical, personal and social skills that will be needed by the teachers for transforming India, Bharat and re-emerge as Vishwa Guru.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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
	
	     Answer before DVV Verification : A. Any 5 or more of the above
	     Answer After DVV Verification: D. Any 2 of the above
	   Remark : Data updated as per supporitng documents

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**
	
	1. Website of the Institution
	
	2. Prospectus
	
	3. Student induction programme
	
	4. Orientation programme for teachers
	
	     Answer before DVV Verification : B. Any 3 of the above
	     Answer After DVV Verification: B. Any 3 of the above

1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**
	
	   1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**
	    Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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

Answer before DVV Verification:

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

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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporitng documents

1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
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** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: No Special effort put forth in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 4 Answer after DVV Verification: 4
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** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning**

Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	5	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	5	2	2

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..** 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** Answer before DVV Verification : 98 Answer after DVV Verification: 98
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporitng documents
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
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: D. Any 2 of the above
	Remark : Data updated as per supporitng documents
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)**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : Data updated as per supporting documents.
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

	Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above Remark : Data updated as per supporting documents.
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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: D. Any 1 or 2 of the above
	Remark : Data updated as per supporting documents.

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**
	
	    Answer before DVV Verification : B. Any 3 of the above
	    Answer After DVV Verification: C. Any 2 of the above
	Remark : Data updated as per supporting documents.

2.4.9	**Average number of students attached to each school for internship during the last completed academic year**
	
	2.4.9.1. **Number of schools selected for internship during the last completed academic year**
	    Answer before DVV Verification : 5
	    Answer after DVV Verification: 4

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**
	
	    Answer before DVV Verification : B. Any 6 or 7 of the above
	    Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : Data updated as per supporting documents.

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)

        Answer before DVV Verification : A. All of the above
        Answer After DVV Verification: C. Any 2 or 3 of the above
    Remark : Data updated as per supporting documents.

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**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: D. Any 1 or 2 of the above
	 Remark : Data updated as per supporting documents.

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**
	
	   Answer before DVV Verification : A. Any 4 or more of the above
	   Answer After DVV Verification: C. Any 2 of the above
	 Remark : Data updated as per supporting documents.

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 Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
18	12	10	10	11 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1	2	0	0	3	 Remark : Data updated as per supporting documents.
3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
91	82	54	62	86 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
91	82	0	0	86	 Remark : Data updated as per supporting documetns.

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** 3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
90	82	54	62	87 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
6	5	5	5	5 | Remark : HEI has not provided the supporting documents as per SOP
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3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years** 3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	2	2 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0	
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** Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: C. Any 3 or 4 of the above

	Remark : Data updated as per supporting documents
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.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 3 Answer after DVV Verification: 3 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 7
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1.00678	0.80231	0.83533	1.22107	1.64608 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1.0	0.8	0.8	1.2	1.6	 Remark : HEI has not provided the supporting documents.
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.03725	0.06567	0.07973	0.17427	0.17525 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.03	0.06	0.07	0.10	0.10	 Remark : HEI has not provided the supporting documents as per SOP
4.2.5	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

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

Answer before DVV Verification : 32

Answer after DVV Verification: 32

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

Answer before DVV Verification : 28

Answer after DVV Verification: 28

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

Answer before DVV Verification : 35

Answer after DVV Verification: 35

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.

Answer before DVV Verification : 25

Answer after DVV Verification: 25

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.

Answer before DVV Verification : 30

Answer after DVV Verification: 30

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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: C. Any 2 or 3 of the above
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support**

facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.95	4.47	2.58	3.51	8.63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.9	4.4	2.5	3.5	8.5

Remark : HEI has not provided the supporting documents as per SOP

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
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**

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

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)
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: D. Any 1 of the above

| 5.2.1 | **Percentage of placement of students as teachers/teacher educators** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	6	11	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	6	11	15

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

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**
Answer before DVV Verification : 8
Answer after DVV Verification: 5

	5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 0 **5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 0
5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)** **5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2	7	0	1	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
4	2	0	1	0	
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** **5.3.2.1. Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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18	12	10	10	11 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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18	12	10	10	11	
5.4.2	**Alumni has an active role in the regular institutional functioning such as** **1. Motivating the freshly enrolled students** **2. Involvement in the in-house curriculum development** **3. Organization of various activities other than class room activities** **4. Support to curriculum delivery** **5. Student mentoring** **6. Financial contribution**

	7. **Placement advice and support** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: D. Any 1 of the above
5.4.3	**Number of meetings of Alumni Association held during the last five years** 5.4.3.1. **Number of meetings of Alumni Association held during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	2	0

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : Data updated as per supporting documents.
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.** 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** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	10	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	10	11

6.5.4	**Institution engages in several quality initiatives such as**

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

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

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**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: E. None 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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 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)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.69	0.62	0.50	0.49	0.51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.6	0.6	0.50	0.40	0.5

Remark : HEI has not provided the supporting documents as per SOP

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	86	56	66	90

	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	98	86	56	66	90

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.18	6.36	2.96	4.02	9.32

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.18	6.36	3.8	4.02	9.32

2.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 22 Answer after DVV Verification : 22