



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHASWAT INSTITUTE OF TEACHER'S EDUCATION

AT-HUTUP, P.O- IRBA, ORMANJHI,RANCHI-835219 (JHARKHAND)
835219

www.shaswatfoundation.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shaswat Foundation Trust, the parent body of this Institution, has a very respectable image in public for its social work and welfare. It was established in 2011, and its chairman is Anil Kumar Sharma, vice chairman is Amar Nath Bhagat and managing trustee is Anupam Sheshank. The college campus is situated near Rukka Dam prayatnak place in a lush green and pollution free environment. The college is catering to the educational needs of the society by providing courses B.Ed. with its massive infrastructure, well equipped laboratories, completely Wi-Fi enabled campus and a good collection of national and international journals are creating a new platform for the education world to explore the academia of the country. Since its inception Shaswat Institute of Teacher's Education has been living up to the expectations of Jharkhand. In a very short span this institution has carved a niche for itself. Here we strive for perfection without compromising on the quality of education. With state of art educational infrastructure the college provides top quality education to the prospective teachers. Facilities provided by Shaswat Institute of Teacher's Education are well qualified teachers, spacious digital class rooms, well multipurpose hall, Library, computer lab, psychological resource center, well equipped science lab, Health & Physical Education Resource Centre, Art & Craft Resource Centre, Orell ELearning & English Language Teaching Platform Enabled computer Lab etc. Our objective is to provide high standards of academic excellence backed up by a state-of-the-art infrastructure. Our students, when they graduate, will be equipped with talent, practical training and a high degree of communication skills.

Vision

We aim to nurture students in an atmosphere of intellectual vigor and moral rectitude. We want to make teachers who have knowledge, are honest and devoted, who can approach communication with a critical sense and early themselves with patience and integrity. The youth of Jharkhand may find their fulfillment achieve success and contribute constructively towards the development of nation. Our constant endeavor is to provide a safe secure & conducive learning environment to those who aspire to gain from higher education. We try to educate young minds to be competent, committed & compassionate citizens who can respond thoughtfully & responsibly to the challenges of ever changing world. Sarv Dharma Sambhav is the vision of Shaswat Institute of Teacher's Education through which value based education is imparted.

Mission

Shaswat Institute of Teacher's Education is committed to providing holistic education that brings transformation of body mind & spirit. We strive for academic excellence but also focus on engaging our students in co curricular activities for all round development of the personality. We facilitated ethical higher learning while nurturing a sense of social responsibility, gender sensitivity, environment, sustainability & an optimistic outlook towards life. Shaswat Institute of Teacher's Education will provide all students with a well balanced, carefully structured & affordable education to develop to the fullest potential of their inquiring minds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well qualified teachers with inspired sense of discipline and experience to impart quality education.
2. The college owns a beautiful, pollution free, eco friendly, green and clean campus.
3. Excellent library and lab facilities. We have one ICT lab and one language lab with high speed internet connectivity to access online learning resources.
4. Conveniently located, easy access to the college through well connected roads and readily available transportation means.
5. Ample educational infrastructure for smooth conduction of academic, sports and cultural activities.

Institutional Weakness

The curriculum for all courses is designed by Ranchi University Ranchi and has to be followed by the college (like any other affiliated college). The frequent change in the syllabus also led to unavailability of text books in the market and the students had to purchase the text books online, which is not a very easy task for the students from rural background. Moreover, the course feedbacks are also not given due consideration as a corrective measure for the future implementation of the syllabus. The Trust has to improve its liaison with government and other regulatory authorities as we go along to ensure smoothed functioning of the institutions. The college is dependent on self finance funding for its growth and developmental activities.

Institutional Opportunity

Our Institution which is situated in rural area and it's surrounded by rural areas where rural people including tribal's live. They haven't had a competitive primary and secondary education and as a result educating them into effective teachers in task which needs in accurate planning and execution. Building up their logical thinking, building up their confidence and educating them in the art of lucid communication is an opportunity which we take up very seriously.

Institutional Challenge

The implementation of our opportunity into actual practice while keeping whole classes running as a smooth unit is a huge challenge. The disparity in the perception level of two extreme end of the class spectrum in uneducated and the educated have to advise ideas to cater to the need of each individual. This becomes especially apparent in case of linguistic and logical interpretations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design being compatible. Flexibility and diversity are also estimated through this criterion for

stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updating. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution the institution has a clearly stated and communicated purpose, vision, mission and values. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs. The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning. The major aspects identified under this criterion are curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practices in curriculum aspects. The Institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. Interactive instructional techniques that engage students in higher-order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging Technologies. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution the institution has a transparent admissions process and ensures that the defined admission criteria are equally applicable to all applicants. The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all Programs. The institution engages its students in active learning. The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program. Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers. Student teachers are prepared to manage the diverse learning needs of students in schools. Evaluation and evaluation results are used to improve the performance of students and the course transactions. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning. The key aspects identified under this criterion are Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation. The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. The institution takes adequate care and considers the environmental issues associated with the infrastructure. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution: The institution has adequate physical infrastructure facilities to run educational programs efficiently. The institution

continuously enhances its infrastructure to keep pace with its educational development. The institution has effective mechanisms for maintenance and optimal utilization of infrastructure. The instructional infrastructure meets the requirements of the program and is better used. Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements. The institution has an adequate library and computer facilities and other learning resources with easy access to all its constituencies. The major aspects identified under this criterion are physical infrastructure, infrastructure maintenance, and library as a learning resource, ICT as a learning resource, other facilities, infrastructure and best practices in learning resources. The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate a good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices, expected of a quality institution, Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance. The progress of the students at various stages of the program is monitored and appropriate advice is given to the students. The institute develops the leadership qualities of the students through its involvement in various institutional activities. The key aspects identified under this criterion are student progress, student support, student activities and best practices in student support and progress. The institution has adequate teaching resources and a well-established mechanism for systematically reviewing various library resources for adequate access and relevance and for decision-making for acquisition.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and financial management planning. The institution's offices and departments operate on the principles of participation and transparency. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution The institution is conscious of its quality provisions and has a well-established functional internal quality management system. The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution. Academic and administrative planning goes hand in hand with the institution. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development. The institution has a mechanism for faculty, students and other stakeholders to seek information and/or make complaints. The financial resources of the institution are judiciously allocated and used effectively. Budgeting and auditing processes are routine and standardized. The key aspects identified under this criterion are institutional vision and leadership and organizational setup. The institution has good resource management practices that support and encourage performance improvement planning and implementation strategies.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. The Institution is ready to foster an environment of creativity innovation and quality improvement. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The institution caters to inclusive practices and better stakeholder relationships. The institution adopts quality management strategies in all educational and administrative aspects. The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community. The focus of this criterion is captured in the following criterion statements and key aspects the institution exhibits sensitivity to changing educational, social and market demands.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. The institute encourages faculty to publish in educational forums. It relates to the facilities and efforts provided by the institution to promote research culture and its results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices. The institution supports professional development activities that engage its teachers in research in education. The institution encourages its students and faculty to learn continuously. Institute faculty is actively engaged in training and developing teaching and other teaching-learning materials. The institution incorporates practices based on research conducted by its faculty. The institution is responsible for community needs and conducts relevant extension programs. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise. The institute encourages faculty outreach activities in research.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHASWAT INSTITUTE OF TEACHER'S EDUCATION
Address	At-Hutup, P.O- Irba, Ormanjhi,Ranchi-835219 (Jharkhand)
City	RANCHI
State	Jharkhand
Pin	835219
Website	www.shaswatfoundation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Binod Kumar Roy	0651-7677712266	7677712266	0651-001234 56	shaswattranchi@gmail.com
IQAC / CIQA coordinator	Rupesh Kumar	0651-9572887083	9572887083	0651-001234 56	rupeshkumar2286@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Ranchi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-07-2013	101	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	At-Hutup, P.O- Irba, Ormanjhi, Ranchi-835219 (Jharkhand)	Rural	90	2029.21

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	9	7	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	3	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		16	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	27	0	0	0	27
	Female	73	0	0	0	73
	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	1	0	5	4
	Female	3	0	7	0
	Others	0	0	0	0
ST	Male	7	3	6	10
	Female	48	52	24	47
	Others	0	0	0	0
OBC	Male	3	8	19	11
	Female	9	9	12	11
	Others	0	0	0	0
General	Male	3	1	6	2
	Female	26	6	21	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	79	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shaswat Institute of Teacher's Education has constantly endeavored for a multidisciplinary methodology in its academic as well as co-curricular doings. Students are invigorated to undertake internship projects in the Multidisciplinary/Interdisciplinary manner. Shaswat Institute of Teacher's Education is in the process of modification of its co curricular activities for students who will be admitted from now onward, and there will be a specific provision to offer elective subjects in the fields other than the parent branch of learning.
2. Academic bank of credits (ABC):	The college is planning to take online courses through MOOC's platform so as to offer accessible

	and affordable remote learning opportunities to the students. We are in the process of advancing a system for executing the online courses in true spirit so as to give students the opportunity to continue their education outside a formal setting.
3. Skill development:	Our college offer B.Ed. courses that are skill oriented. Students are being trained so as to enhance their employment opportunities by focusing on practical training rather than theoretical knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Shaswat Institute of Teacher's Education is in the process of introducing electives for students in which subjects related to Indian knowledge systems will find a due place. Indian knowledge system will compromise knowledge from ancient India to modern India and it will provide a clear sense of India's impending target with respect to education.
5. Focus on Outcome based education (OBE):	Students are assessed as per OBE execution model. The Course Outcome, Program Outcome, Program Specific Outcome and Program Educational Objective determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across both the departments, where faculty may adjust their focus more appropriately. Outcome based Education will help us to prepare students by combining hyper specialized knowledge with dynamic and cross sectional capabilities, through revolutionizing curriculum. The colleges have well defined Program Outcomes, Course Outcomes, and Course objectives.
6. Distance education/online education:	The Institute has efficaciously instructed all its courses content delivery in the online mode and also conducted online examinations successfully by using various online platforms like zoom, google meet, google classroom etc. during the Pandemic (COVID-19) The college efficiently recognized online learning/education as an alternative model to deliver quality education, whenever and wherever in person modes of teaching are not feasible. Online has learning has proven its effectiveness during the COVID-19 pandemic.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	79	100	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	79	100	99

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..

2021-22	2020-21	2019-20	2018-19	2017-18
99	78	99	94	96

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..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	79	100	100

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description	Document			
University letter with respect to sanction of p	View Document			

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
			14700058	12051860
File Description	Document			
Audited Income Expenditure statement year wise d	View Document			

3.2

Number of Computers in the institution for academic purposes..

Response: 59

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The curriculum committee is empowered with the right to make recommendation on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying programs and courses offered by our collage. Curriculum can be organized into three major components- Objectives, content or subject matter and learning experiences. Our curriculum is designed to provide for common space of understanding and competence for the purpose of developing thinking, socially responsible citizen of free society.

a. Our Time Table is design to ensure that each class has only one teacher during learning hours of a Particular period. Time Table also reduces the confusion while learning.

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

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

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

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

b. Our Teachers provide insight into the types of materials activities and specific skills that need to be in the curriculumc. Our college provides the curriculum implementations process through teachers which helps the learner acquire knowledge and experience which enables them to function effectively in society.

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

delivering a quality education.

Our institution helps in developing –

- a. Developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc.
- b. Overall personality development is also supported by co-curricular activities.
- c. It also helps to develop coordination, adjustment, speech fluency etc. among students both at the college as well as in the society.
- d. Our Institution not only focus on academic activities but also extra co-curricular activities like sports, games etc. that provides a good platform for a child to outshine his or her latent potentials to compete with the challenges that come on his or her way.
- e. Our Institution provides scope for the participation in group activities like debates, quizzes, group discussion, essay computations which make them learn practically and enter into the real-life challenges and overcome by the knowledge and competence.

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
Paste link for additional information	View Document

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

Response: A. Any 5 or more of the above

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

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

Response: A. All of the above

File Description	Document
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
Paste link for additional information	View Document

1.2 Academic Flexibility

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 6.6**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	8	7	4

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

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 92.07**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
99	85	80	79	98

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

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	79	100	100

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

1.3 Curriculum Enrichment

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

Response:

Teachers are identified as the most important factor influencing the quality of education in schools. Our Institute works on improving educational system and strives hard to develop policies that supports the professional development of teachers. The professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. Generally, this lifelong process is divided in specific stages. The first stage concerns the preparation of teachers during initial teacher education, where those who want to become a teacher. Master the basic knowledge and skills and the second stage is the first independent steps as teachers. The first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is a phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher. Our Institute's vision mentions human values, social commitment and ethics, Intellectual competence moral uprightness social commitment spiritual orientation service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues and environment into development, gender, and the environment. The challenge of cross cutting issues in development policy and planning suggests a basis for an explicit conceptual framework which can be used as a first step to translating an i integrated perspective into. Organizational relationships, planning processes and methods.

Our Institute gives much attention to the quality of teacher education Programs and to conditions for effective programs for continuous professional development. The Institute endeavors to ensure that teachers have access to effective early career support programs at the start of their career. The teachers are encouraged and supported throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal, informal and non formal learning including exchanges and placements abroad. Our Institute endeavors towards development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The Institute endeavors towards enforcing critical thinking. It makes the teachers capable to apply analytic thought to a body of knowledge. Analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence. Identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and their theories by following scientific approach to knowledge development. It also works towards cooperation and teamwork i.e ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group and act together as a group or a team in the interest of common cause and work effectively as a member of a team.

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

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

Response:

At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic background are. It is strongly connected to the notions of intercultural and multicultural education. The National Council of Educational Research and Training administers curriculum and provides support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how diversity is acknowledged in a classroom setting. The college incorporates lesson plans that account for all forms of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Students feel safer in school and in life when they are educated in a diverse setting. Our administration readies graduates for promoting and teaching diversity as a means of accepting it. Our University develops learning skills to build communities promoting diversity and employing human resource functions such as recruitment and orientation. Assessment is a process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools. Using a practical approach rather than theoretical while teaching so that the education becomes more interesting by implementing the knowledge practically. Taking education as a continuous learning process and not a formality. Practical implementation of knowledge rather than scoring good marks. Updating the educational system according to the new trends and technologies.

File Description	Document
Paste link for additional information	View Document

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

Response:

Students learn by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less developed or incomplete conceptual frameworks. To build approaches that help students develop and learn pathways to become expert learners whose

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

File Description	Document
Paste link for additional information	View Document

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Paste link for additional information	View Document

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

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

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: 95.8

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
Any additional link	View Document

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	50	50

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

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

Response: 0.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	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:

Students enrolled are categorized as slow and advanced learner on there entrance test conducted by the college. Special attention given for the slow learners and there performance is evaluated from time to time. we follow CCE patterns for continues assessment.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate

learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 20:1

2.2.4.1 Number of mentors in the Institution

Response: 5

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

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:

College organized orientation program for both types of learner at the college level. The college provides 1 to 1 interaction between teachers and students, various workshop and seminars are conducted which provides scoop of all types of learners to come out with their problems and discuss with the teachers. The college offers several types of CCE assessment on GRADES in all the classes. The college chooses the combination of assessment that meets their needs. They can also make their own assessment. Student learning is measured through CCE as slow learners and advance learner.

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

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

Response: 6.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 100

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

Response: 100

File Description

Document

Programme wise list of students using ICT support

[View Document](#)

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: A. Any 4 or more of the above

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

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

Response:

we provide micro teaching, workshop in which various skills are developed like blackboard work skills, questioner skill, set induction skills, closer skills, demonstration skills etc. a mentor helps to students two develop multiple and varied relationship. Continual mentoring is provided by teachers for develop professional attributes in students very effectively and mentoring powerful by the impact of the mentoring relationship with faculty and students. they are also working on teams for monitoring our student.

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: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

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

Response:

Teaching creativity means teachers using imaginative approaches to make learning more interesting,

exciting and effective. The college aims nurturing the students creativity in many different ways critically, analytically and through problem solving. Activities like art and craft, drama, celebration of important days like Independence Day, Republic Day etc, community service, debates, literary activities, communication drills and the like are a continuous part of the curriculum. Teaching Learning process nurtures creativity, innovative, intellectual and thinking skills. Innovation and creativity are fundamental to all academic disciplines and educational activities. The creativity is a cluster of skills that need to produce ideas that are both original and valuable.

2.4 Competency and Skill Development

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

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

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	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: B. Any 6 or 7 of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences

(learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
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: B. Any 4 of the above

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

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The faculty explains to the trainee teachers that internship is similar to training which would be given in an educational environment. The institution has learning agreement forms that are regularly filled up by students. An internship can only be true learning experience if constructive feedback is provided. The mentors or supervisors help the interns for transition from the classroom to the workplace. An internship is

the transition into professional from apprentice. This prepares B.Ed students to face the professional challenges when they get placed in schools. Realizations of good platforms demand more from self, and assign more workload, and increased responsibilities. Students undergoing internship complete a Lesson Plan and Attendance Sheet to log in their experiences and insights gained from their training. An intern gets the exposure of different types of schools while doing the internship. They get the idea of the working environment of a school, idea about the curriculum, and rules and regulations.

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: 20

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

Response: 5

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	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: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The training program formally and informally assesses the trainee throughout the year according to their progress. Internships are an integral requirement for the B.Ed program. The college has become internship oriented which is a must for developing the career of the students. An evaluation of the success of the internship program is very important for each student so that they can understand their strengths and weaknesses. After the evaluation, feedback is provided to facilitate the professional and personal development of the intern keeping these points in mind:

- Timely feedback
- purposeful
- creative
- comprehensive
- one on one
- evaluate interns programme informally

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: A. All of the above

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

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

Response: B. Any 4 of the above

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Data as per Data Template	View Document

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

Response: 25

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

Response: 4

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

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:

Teachers put forth efforts to keep themselves updated professionally through:

- We allow learners to learn in the best possible way.
- There are several other ways to adapt the changes that occur from time to time.
- Teachers need to update themselves and should handle changing times and trends in the education sector.
- Policies and regulations are shared through internet or social media.
- Two National Seminars were organized by the college for the enhancement of knowledge of teachers and students.
- The college helps in updating the teachers by online Faculty Development programs The college gives opportunities to the faculty members and staff to upgrade themselves.
- They encourage them to share their knowledge with the students and colleagues on day to day basis.

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 end of the evaluation of the tests is the suggestions of the subject teachers. Necessary improvements are told to the trainees in writing. The students are shown their answer sheet to know their strengths and weaknesses, so that they can understand the mistakes done by them in their answer sheet and the record is being made as a mark sheet of an internal examination. Internal assessment of the examination is the mirror of teaching success. It helps in upgrading the graphs academic success of the students. Continuous examinations are conducted by the college to evaluate teaching. The internal exams of our college are conducted by the teachers of the concerned subjects after completion of the prescribed portions.

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

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

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

Response: A. Any 4 or more of the above	
File Description	Document
Documentary evidence for remedial support provided	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The college has a well organised mechanism for redressal of examination related grievances. Students can contact the teachers, examination controller and principal to redress the examination related complaint as per the requirement and jurisdiction of the complaint. If there is any complaint related to the evaluation of the students, faculty and department heads are informed if necessary. Page The college follows a prescribed procedure that brings complaints through feedback forms or drop in the complaint in the complain box so that the college knows them and takes necessary action to resolve them. It undertakes the receipts and processing of complaint from students, and issues raised by them are dealt with in order to benefit the services more effectively.

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

Response:

The annual calendar is a planning tool for the college to do all the events on a particular period of time. It is also useful for prospective students, alumni and parents. The college calendar contains relevant information related to the teaching learning schedule, working days, various competitions to be held, holidays, internal examination dates, semester examination etc. Our educational calendar represents the planning of the college schedule for the entire semester to make teachers and students to get important information. The internal exams are planned but are subject to change as per the direction of the management or any other circumstances. The college annual calendar is the representation of the college plan that is scheduled for the entire year.

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:

SHASWAT INSTITUTE OF TEACHER'S EDUCATION develops competencies among student teachers to select and use appropriate assessment strategies:

- To facilitate learning.
- To estimate what students will gain from an educational experience
- To track their progress and find out where they stand.
- To know in advance how they will be evaluated.

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: 97.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	78	99	94	96

File Description	Document
Data as per Data Template	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:

The teacher conducts the periodic reviews with students to confirm their understanding of learning materials and identify gaps in their knowledge and understanding. The teacher administers the performance of students, corrects tests conducted and records their score. These data were collected and recorded by the teacher to make necessary adjustments in instruction and to review student performance data using these data. The teacher sets high standards monitoring students “work increases students” effort and achievement. The teacher facilitates learning and enhances, by holding students accountable for their work, and following through with rewards. The progressive performances of students of professional and personal attributes are monitored by their class activities and internship programs. The teachers also access them by the various curriculum activities. Student progress monitoring is a practice that helps teachers continuously evaluate the effectiveness of teaching and use students’ performance data to make more informed instructional decisions. Teachers use progress monitoring to help students learn more and become much aware of their own performance. Teachers check the understanding of the material being questioned by the students during the class discussion.

2.7.4 Performance of outgoing students in internal assessment**Response:** 90**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 90

File Description

Data as per Data template

Document[View Document](#)**2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.****Response:**

Shaswat Institute of Teacher's Education provide guidance to students of what they are expected to do. It provides the broader aspect of understanding the curriculum to students and teachers and act accordingly.

1. Develop competencies among student teachers to select and use appropriate assessment strategies to facilitate learning.
 2. To estimate what students will gain from an educational experience.
 3. To track their process and find out where they their progress and find out where they stand.
 4. Know in advance how they will be evaluated.
 5. Changing and making changes in the curriculum to improve student learning.
 6. To describe to the students what is expected of them.
 7. To assess how single course outcomes align with larger outcomes for the entire program.
 8. Being able to interact with children from diverse social, economic and diverse backgrounds.
- Enabling students teachers to acquire the necessary qualifications for organizing learning experiences .
9. To develop an understanding about teaching ,college management and community involve.
 10. To develop professional teachers who are equipped with skills of competencies to address

technical needs and global concerns.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
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: 2400

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)

2021-22	2020-21	2019-20	2018-19	2017-18
4500	0	10000	0	2000

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: A. Any 4 or more of the above

File Description

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: B. Any 3 of the above

3.2 Research Publications

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

Response: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

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: 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	7	13	21	19

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	79	100	100

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:

It involves a great effort and hard work by the institution to conduct outreach programs. Every institution has to make sure to impact the lives of the people of the community through the implementation of projects and it needs a combination of dedication, patience, research and social skills. The Institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and community development through various activities every year, programs are organized under which students and staff participate voluntarily in community based activities. There is a regular involvement of students and staff in the programs organized by the college to participate voluntarily in community based activities. Various awareness programs, workshops, roadshows with themes like cleanliness, green environment and tree plantation, gender sensitization, traffic rule awareness demonetization and digital payment and empowerment of girls and women and health acid attack survivors are organized. Blood donation camps, awareness programme on health and hygiene, Distribution of study materials to the students, awareness on junk food, Tree plantation etc are organized. Other programs like awareness of oral health, farmer training and training for rural women are also organized. The institution follows some steps to organize an outreach activity. Choosing the community. Determining the needs of community. Creating an effective outreach is by studying the chosen community well. The market research and field studies to be able to understand the beneficiaries fully. Determining the problems experienced by the community. Determining the purpose of outreach program and choosing the community. Organizing the team. Set the date and venue. Draft the flow of the program. Collection of funds. Determining the budget. The Institute include social work as a part of the curriculum in which a lot of hard work is needed by the faculty and the cooperation of local communities and establishment of network with the government organization, and non government organizations. Outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like child abuse, beggars female child ,victims of violence ,old Refugees and displaced persons. The activities conducted imbibe the values of social responsibility like taking deep interest in environmental related issues, promoting cleanliness, Understanding and sharing the need of underprivileged children and helping people in need and distress. The activities help the students to develop skill and aptitude for problem solving and also social skills, communication skills, management skills, leadership skills, analytical skills, etc. Helps to develop a passion and brotherhood towards community and affected people. An outreach program create a partnership between the communities and the educational institutions. Such programs build on each other's strength and develop their roles as change agents for improving health professions knowledge, civic responsibility and the overall health of communities.

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.

2021-22	2020-21	2019-20	2018-19	2017-18
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: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	1

File Description	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: 0

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

File Description	Document
Data as per Data Template	View Document

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent**

themes to school education

4.Discern ways to strengthen school based practice through joint discussions and planning

5.Join hands with schools in identifying areas for innovative practice

6.Rehabilitation Clinics

7.Linkages with general colleges

Response: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	View Document



Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution facilitates for sports and games. It has adequate facilities for sports, games, yoga Centre and cultural activities. In order to implement the plans and achieve desired goal, the Institute has created adequate infrastructure in terms of art, computer labs, library, language lab, faculty rooms and classrooms seminar halls with audio visual facility. The campus has Internet facility. The campus has well equipped playground, hostel and mess.. At the beginning of the academic year need assessment for replacement up gradation addition of the existing infrastructure is carried out based on the suggestions from heads of the Department, lab technicians and system administration after reviewing course requirements computer student ratio, budget constraints, working condition of the existing equipment and also students grievances. Committee plans for all requirements regarding classrooms laboratories furniture and other equipments. Workshops awareness programs training programs for faculty on the use of new technology ensures optimal deployment of infrastructure. Proper utilization of physical infrastructure is done after college hours to conduct certificate courses Co curricular activities parent teachers meeting campus recruitment training classes campus recruitments meetings seminars conferences etc. Innovative teaching learning practices ensures optimal utilization of resources. Appointment of well qualified teachers technicians administrators ensures effective utilization of infrastructure. Our college provides adequate academic facilities like well equipped tutorial rooms with green board and benches. Laboratories are well equipped with multiple sets of apparatus. Computer rooms are equipped with latest configuration desktops and software. Seminar Hall is spacious with enough seating capacity. Adequacy of budget allocation The head of the Department instructs the concerned lab in charges to provide the budget required for the coming academic year. The budget provided by the Institute to the Department is adequate to maintain and procure new items for the Departments who meet the academic requirements. The yearly budget is prepared according to the needs and requirements of the department's taking into consideration of annual intake of students laboratory and infrastructure developments. The college ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts as well as outsourced to appropriate outside agencies a full time caretaker is appointed by the college to ensure the cleanliness, hygiene, sanitation, water supply electricity, security and stationary condition and to update the Principal of the institution about the state of affairs Furniture and equipment are purchased on regular basis as per the requirement. The college has its own full time Plumber, electrician, sweepers and gardeners to maintain the lawns and floor of the college. The colleague makes recommendations periodically about the need for expanding the existing space up gradation remodeling or reusing the existing space.

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:

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

Response: 6

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

Response: 5

File Description	Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

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

Response:

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

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

4.2 Library as a Learning Resource

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

Response:

An integrated library system, also known as a library management system, is an enterprise resource planning system for a library used to track items owned, orders made, bills paid, and patrons who have borrowed. The college has Central Library and one Department library. The room for reading is well furnished and can easily accommodate students at a time. The library plays a central role in enhancing the quality of Academic and research environment in Educational institution. There is a huge collection of academic books, journals, magazines, research projects, rare books, other knowledgeable books, and newspapers in the Institute Library. The books are made available to the students to increase the knowledge and understanding on various subjects. The College Library is an important hub of student life. where the student can check books, conduct their research, find a quiet place to study and maybe even flip through magazine. The students can extend their search with use of Internet, eBooks', ejournalsetc made available in the digital library. The Institute library exhibits positive impact on the Academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge to various means. The Institute is installed with integrated library management system. This

includes. Student and staff membership entries. Books issue and returns. Newspaper entries. Dues collection. Students I- card, barcode and books barcode print. Stock checking. Library management. Student membership is open and library card and ID card is issued. Circulation of books, journals, question Paper, Research Project, CD, newspaper and other Exam books. Register users on borrowers log. In case the student exceed date of return or the book is lost. The student should replace the same copy of the book. No fine if the book is returned on due date. Student apply for clearance and the dues are checked in software. Students name is entered in the clearance Register and then the service stops. The library is automated with Integrated Library Management Software. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done to the software. The books are being bar coded and the users are given unique barcode ID. The library is provided with Wi-Fi facility.

File Description	Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

The institute currently does not remote access to library resources. Students & staff are using Digital Library resource and e-pathshala via their mobile application. The institute is working on Delnet Member subscription for digital library.

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: B. Any 3 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last

five years (INR in Lakhs)

Response: 547098.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	128492	101500	602800	1902700

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

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

Response: 52.34

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: 400

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: 825

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: 1200

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: 1625

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: 2022

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: B. Any 3 of the above

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The Institute has a 24*7 Wi-Fi facility in the college campus for the student and faculty members to avail Internet connection at any place in the college IT facilities are well developed, adequate number of computers with printers, scanners and high speed Internet are available in office examination section, computer room, store and library. Free Wi-Fi facility is provided to the students in the institution. They can access Internet facility through their mobile phones, tablet or laptop in the college campus. All the departments have LCD projectors, overhead projectors, printers and scanners. The computers and printers of all the department's have software installed in them and the hardware is also maintained from time to time. Most of the department's have computers, most of which have Internet facility like Wi-Fi for preparation of PowerPoint presentation as teaching learning materials. Most of the departments have LCD for PowerPoint presentation of students at PG level. Installation of software and maintenance, an upgradation of hardware is done on contractual basis. Expert help is taken by the college for the maintenance and repairs of computers. The campus is well connected with a well planned telecom network with intercom facilities. Wi-Fi zones are set at various locations, such as reading halls. Hostels, department 's corridors, and the lawn area. Staff and students can access this facility on their laptops by registering themselves. Lab assistants are available to support students and faculty in their queries. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website. This information includes a time and date along with details about the event. Following the completion of the event ,pictures, and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs we conducted in college as well. For easier communication, circulars, including important notices to students and parents, are also posted online. The academic calendar, as well as the course information, is also updated in the beginning of every academic year. The technology at College is constantly updated. Effective utilization of Infrastructure is insured through appointment of adequate and well qualified lab technicians and administrator. Renewal of AMC is done at the beginning of the Academic year for the deployed software application. The Institute has always been reviewing the current needs and accordingly the Internet bandwidth is upgraded from time to time. Upgradation is done according to the strength of the students each year.The quantity of desktop computers, printers, projectors, UPS, CCTV. Desktop computers. Laptops, switch, Projectors, scanner are increased according to the strength of the students from time to

time for each financial year

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

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

4.3.3 Internet bandwidth available in the institution

Response:

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

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: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response:

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

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document

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

There are established systems and procedures for maintaining and utilizing physical academic facilities such as Sports Complex computer lab, classroom, etc. In the Institute. The Institute has a systematic mechanism for maintenance of all the above facilities. Maintenance. Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management. Some of them are maintained by an annual maintenance contract given to concerned agencies. External agencies are also appointed for the maintenance. There are different committees to monitor the smooth functioning of these facilities in our college. The maintenance and utilization of library includes- A Maintenance Committee and other relevant committee are appointed by the principal to monitor the smooth. Functioning of all the services provided by the library. The committee also looks after finalizing the budget, purchase of textbooks and reference books, Journals and periodicals. The committee also looks after the extension of the library. Monthly cleaning of the books and racks and also the means to preserve them. Stock verification is also done as per the guidelines of the norms every year. The library is well equipped with the collection of rare books. Procurement of books as per the requirement is initiated to library committee by inviting the requirement of books from various Faculty member is then processed following the procurement procedure. Maintenance and utilization of Sports Complex, ground, equipment Physical trainer has been appointed to look after the sports related activities. A well maintained large playground is there at the college. It has a facility of indoor games such as table tennis, chess and carrom etc. There is a plenty of space available for long jump unit covered the ground spacious volleyball ground. The sports equipment are issued to the students as per the schedule of the events. If any equipment get damaged or need repairs, sports director submits proposal for maintenance. Preventive maintenance measures are taken in time. Maintenance and utilization of classroom. Cleanliness and Hygiene is maintained in the classrooms. IT facilities are properly managed by a System Administrator. Maintenance and utilization of computers. Maintenance of computers is done regularly as per the requirement and major work is. Done during the vacation. Each computer lab has one teacher as the in charge. In charge is responsible to maintain and update laboratory with necessary equipment from time to time to cope of the change in the syllabus. Preventive maintenance and performance monitoring is carried out. Power backup is provided to the computer systems to use them optimally. In case of any physical damage, the experts are hired from related agencies. Maintenance and utilization of Extra Curricular activities. The college infrastructure includes a special Hall for cultural and other activities. It is well equipped with the audiovisual system and maintained regularly. A managing committee looks after the welfare of Students. A budget is fixed for the extra curricular activities by the head of departments. Maintenance like repair of furniture, electrical work and equipment is done from respective agencies at proper rates.

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: B. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

Response: B. Any 5 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document

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

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 5.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	5	7	9

File Description	Document
Data as per Data Template	View Document

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

Response: 4.04

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

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
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: 0.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

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

Response:

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

To support the management and staff in the development of the school.To develop leadership quality among students and a consciousness of the University to equip them for becoming responsible citizens.

To promote discipline and decorum in the University. To enhance communication between students, management, staff and parents.

To promote self reliance service to the people and duty towards development of the nation. Role of student council.

To represent the views of the students on matters of general concern.

To promote school culture which recognizes the potentially valuable input that students can make through

a student council with the help of principal.

To develop a spirit of partnership and cooperation with the teachers.

To help in organization and management of cultural events, sports and games.

To play an active role in recognizing and supporting the work of teacher because the interest and support of teachers will be of great value to a student council. To ensure good communication between the Student Council and the Parents Association.

To consult regularly with students in the school. To involve as many students as possible in the activities of the Council. Helps in representing the views of the student body to the college management. It involves talking and listening to the student body considering their views and concerns, and discussing these with College management on behalf of the students. The Student Council plays a great role in contributing to the development of college policy Such as bullying behavior code and extracurricular activities. It also helps in promoting good communication within the college through student council noticeboard or organizing a regular newsletter to communicate with the students, school management staff and parents. The Student Council helps in assisting with or organizing fund raising events for charity. It may also involve the wider community for the purpose of raising money for designated charities. Plays a great role in improving Academic standards and reduce dropout rates in colleges. Student councils can create a sense of ownership of the college and its activities among the student population Student council assists the University in organizing activities related to students Like cultural performance and contests, Running cooperatives, social services and social relief activities, trips and tours, Cultural performance, Debates, discussions, lectures, study, circle, essay competitions Indoor and outdoor games Plays a great role in assisting with induction or mentoring for the first year students

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

Response: 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	7	13	21	19

File Description	Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution.

Response:

Alumni Association is administered by an Alumni committee. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the ways to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. The alumni Association is set up by- Meeting informally with alums to obtain names. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization and ask for their participation in starting the Association. The alumni Association contributes significantly to the development of the institution through financial and non financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas. Aims and objectives. To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would contribute to the general development of the Institute. To raise funds for various welfare and other schemes in the college as approved by the association. To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day. To arrange social and cultural functions. The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development. Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities. Student representatives will serve a three year term will attend council meetings held on campus and provide / implement ideas for student alumni connections.

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: B. Any 4 or 5 of the above

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

Response: 254

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	0	56	46	76

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:

An Association has been formed by graduates and former students as an Alumni Association in the Institute. The organization of various social events, raising funds for the organization is done by the association. The alumni are face of the Institute and contribute a lot to it. The institution values the contribution of all alumni and considers them as a source of the institution. The alumni Association plays an active role in motivating students as well as nurturing and furthering any special talent in them by- By involving them in Institute activities. By giving them the feeling that they always belong to the institution Providing guidance and counseling to the alumni for brighter future prospects. By seeking innovative ways to serve alumni by providing social, educational and professional opportunities. Encouraging members to participate in seminars, workshops and technical events that showcase their skills and accomplishments. Providing lifelong learning through Lectures, discussion sessions, on campus conferences conducted by eminent alumni and current faculty. Supporting current students through different mentoring opportunities either being apart of on campus lectures or through Online commitment, provide internships, Recruit fresh graduates, present career programs, etc. Contributing to the growth of the institution by organizing workshops on continuous and comprehensive evaluation, Activity based learning, Active learning method for student teachers, etc. Providing variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. Awarding scholarship and assistance to the needy or poor students of the Institute. Promoting career guidance, interaction with industry and continuing education. Providing assistance in facilities for all round development of the Institute. Lending support to placement activity. Enabling the alumni participate in activities that would contribute to the general development of the Institute. Arranging and collecting funds for the development of Institute. Organizing activities of charitable nature so as to increase public awareness of the role of technology in value addition in the economic and social development of the nation. Establishing a link with the Institute alumni and enroll them as members.

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:

Strategy development in higher educational institution ensures quality and improvement of efficiency in functioning. From organization Strategic planning is very essential to accomplish the vision and mission which it dreams of. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic planning and deployment document is based on analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The institution deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the institution and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes. Our Institute is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also have been bagging University ranks consistently every year. The strategic plan provides a framework that will allow the Institute to develop and use its Resources more effectively. The institution strategy goals are- Ensuring good governance. Ensuring stop development and welfare. Development of entrepreneurship. Developing and following leadership and participative management. Ensuring staff development and welfare.

The strategic plan focuses on-

Conducting basic computer courses. Providing various courses which will help in increasing their practical knowledge. Organize study tours for students. Provide state of Art Library facilities. Encourage teachers to participate in seminars and conferences. Promoting faculties to undertake minor and major research projects. Continuous tracking of attendance of the students. Provide remedial coaching to slow learners. Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc. Conducting periodic and need based meetings. Establishment of centralized assessment system. ICT based teaching. Provide Internet facility and laptops to faculty members. Identification of fast learners and help them to achieve their potential. Besides these, the core values of the institution include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed which gives the output in the form of contribution to national development, developing requisite competences among students of the Institute, Inculcates a value system among the students, and ICT tools used in teaching and learning. The faculty members of the Institute have been applying participatory and applied teaching method in the form of Student Seminar, group discussions and projects. Various collaborative programs or activities among the departments of the Institute have been organized as a part of educational exchange.

6.1.2 Institution practices decentralization and participative management

Response:

The institution believes in Democratic values and thus. It has decentralized and participate management.

The Institute has a mechanism for delegating Authority and providing operational autonomy. To all. The various functionaries to work towards decentralized governance system. Decentralization The sole authority of the institution is the Principal but all the members of the staff play significant roles to participate in the decision-making system of the college. Various programs are conducted by the faculty members in which they represent in various cells and committees and showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, Co- curricular and extracurricular activities. They are given authority to conduct industrial tours and have to tie up with Industry exports and appointed as coordinator and convener for organizing seminars and workshops. The Principal implements and monitor the Academic administrative system to cater to vision and mission of the Institute. The academic committee monitors academic activities and progress various teaching learning processes. The coordinator Looks after the internal and University examination activities. Training, placement and career counseling cell looks after the training and placement activities. Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities. Accountant is responsible for management of Finance in account activities. Learning resources are managed by the Library Committee. Students play an active role as a coordinator of co-curricular and extracurricular activities. Participative management The staff and students participate in various activities. Thus, the Institute promotes a culture of participative management. During faculty meetings, faculty members participate in sharing the knowledge by discussing onthe latest trends in technology. Staff members are involved in preparation of annual budget of the Institute. The teachers and students coordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the institute. The principal along with coordinator and other staff members and heads of department's are involved in defining the policies and procedures, framing guidelines and rules and regulations for the admission, placement, discipline, grievances, counseling, training and development, and library service. The administrative, academic and non academicactivities of the institutions is the responsibility of the Principal. Office staff areinvolved in executing day to day support services for both students and faculties. An Action Plan is prepared by the department's in distribution of work is done. There is staff club in the college, which is an unofficial body but operates as unifying factor among the members of staff and organizes various social, cultural and welfare activities. There are different associations, such as students Union, Drama Association, Athletic Association, Science Society, art society, in which students and teachers participate and take decisions and conduct various activities. Senior members of staff are considered vital members of decision making body.

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

Response:

The institution clearly defines its vision, mission, objectives and procedures at all levels and maintains complete transparency in its financial, academic, administrative functions. The goals of the institution are clearly defined at all levels. The services of an external chartered accountant are used for the financial audits from time to time. The students are provided with a receipt whenever fees are collected. An effective and efficient use of financial resources is monitored by the Finance Committee of the institution. The entire academic plan is clearly explained to word students in a compulsory orientation program on admission at rest by the director, Deans, and senior faculty. The internal assessment ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. Admission is based on the merit in accordance to the government policies. A student Handbook clearly defines the

rules and regulations which are available online and is also circulated among students. Committees are formed in case of disciplinary issues and the concerned individuals are given ample opportunities to state their version on the issue. The institution completely adheres to academic calendar prepared by the University. The regulations, syllabus and curriculum are uploaded on the college website. All the information regarding teaching, learning process and other related academic activities are made available on the institutional website. The credits of each program and outcomes are clearly specified. All posts are advertised online and list of candidates screened and called for interview are displayed on the website. There is a mentoring committee for personal counseling of students. A staff manual is available on the website which provides information on service rules, code of conduct and benefits available to the staff. Transparency is maintained for the interaction session of parents and students for selecting the course and its details. Parents are given one to one counseling on campus who seek information regarding admission. The campus tour is organized for parents who accompany the applicants. Periodic meetings at various levels are conducted to review and ensure transparency, accountability and corrective measures. Delegation of powers at various levels and Committees are formed formally through circulars and emails. The evaluated scripts of midterm examinations, assignments, and projects are verified by the students and feedback is given by the faculty. All the current events like admission, examinations, circulars, seminars, time tables, workshops, Training programs campus drive information is posted on the college website as well as at the college notice board.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategy development in higher educational institution ensures quality and improvement of efficiency in functioning. From organization Strategic planning is very essential to accomplish the vision and mission which it dreams of. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic planning and deployment document is based on analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The institution deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the institution and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes. Our Institute is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also have been bagging University ranks consistently every year. The strategic plan provides a framework that will allow the Institute to develop and use its Resources more effectively. The institution strategy goals are- Ensuring good governance. Ensuring staff development and welfare. Development of entrepreneurship. Developing and following leadership and participative management. Ensuring staff development and welfare. The perspective plan of the Institute is to develop and execute effective teaching learning process, to encourage research culture in faculty and students, to empower faculty about emerging trends in their profession for academic advancement, to facilitate a friendly, efficient and flawless administrative setup, ensuring a smooth day to day functioning, To maintain continuously good academic performance. The strategic plan focuses on- Conducting basic computer courses. Providing various courses which will help in increasing their practical knowledge. Organize study tours for students. Provide state of Art Library facilities. Encourage teachers to participate in seminars and

conferences. Promoting faculties to undertake minor and major research projects. Continuous tracking of attendance of the students. Provide remedial coaching to slow learners. Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc. Conducting periodic and need based meetings. Establishment of centralized assessment system. ICT based teaching. Provide Internet facility and laptops to faculty members. Identification of fast learners and help them to achieve their potential. Besides these, the core values of the institution include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed which gives the output in the form of contribution to national development, developing requisite competences among students of the Institute, Inculcates a value system among the students, and ICT tools used in teaching and learning. The faculty members of the Institute have been applying participatory and applied teaching method in the form of Student Seminar, group discussions and projects. Various collaborative programs or activities among the departments of the Institute have been organized as a part of educational exchange.

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

Response:

The decentralized structure of administration is described in an organogram of Institute. Institute administration is a combined an cooperative effort of Principal, teaching, non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal. Various committees are formed under the administration of principal which include advisory committee, general body. Magazine Committee, Library Committee, Grievance Committee, Sports Committee, etc. There are different cells to look after the Student and staff complaints. The Principal controls the functioning of the cells like student grievances redressal cell, Anti ragging cells, Sexual harassment cell, gender cell, minority cell legal cell etc. The principal is involved in the implementation of the perspective plans of the Institute. They ensure that academic and administration functions efficiently through the Department and various committees constituted for the respective cause. In the beginning of the year. Various academic and investigative committees are constituted. Specific task is allotted to them as per the academic and administration plans of the Institute. The administration contains statutory officers, vice chancellor, officers and students welfare. The organizational structure of an institution outlines how certain activities are directed to achieve the goals of the Institution. The organizational structure of an institution defines- Task allocation, coordination and supervision towards the achievement of organizational aims. The roles people play, the structure that connect those roles and the processes used to fulfill the roles all working together to achieve a purpose and supported by a platform of information, tools and skills is an organizational structure that an institution keeps in mind.

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: A. Any 6 or more of the above

File Description	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:

For the smooth functioning of academic and administrative works and strengthening the students activities to develop the knowledge of the students, the governing body of the institutions decide to form the different types of committees or cells. Institute forms various committees, bodies, cells and their functions are properly defined. Considering the overall development of the Institute for Effective Implementation, an improvement of the Institute following committees are formed. Regular meetings of these committees are conducted annually Or biannually. College academic committee The main Academic affairs of the college are overseen by the Academic The members of the committee sit together at regular intervals of time to develop the ways and means to ensure the quality teaching learning process. The committee also formulates the guidelines, rules and regulations of the Academic Affairs of the college. The committee decides the introduction of students uniform in the college, prepare and Review Academic calendar, and class routine for the college, Oversee the internal examinations and evaluation recording ,review the academic and other related activities of the college ,take disciplinary action to the students for violation, and Disobedience to the college rule. Anti ragging committee. The committee tries to prohibit, prevent and eliminate the scourge of ragging, provide for the healthy development, physically and psychologically of all students takes action against any act which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique of any student. Examination committee The Examination Committee is an apex body of the college which is headed by principal and shall be facilitated by three sections, examination, record, maintenance and administration. The main function of this committee is to carry out examination publish results and keeping the record of each and every issue related to the examination and organizing workshops and seminars for the improvement of the examination system are also the responsibilities of this committee. Career guidance and counseling cell. The aim of the set is to guide and direct students to set their career goals and stimulate them to exercise their consistent endeavors to accomplish their career objectives. Grievance redressal cell. This cell settles any type of grievances raised by the students, teachers and non teaching staff of the college. The students are ought to lodge their grievances to their respective tutors and they in turn intimate the matter to the Committee for necessary action. Extracurricular activities committee. The committee organizes all the sports events on the campus. The activities carried out by this committee help the students in getting an experience of working in teams, organizing various types of events and developing insight into multiple functions of management.

6.3 Faculty Empowerment Strategies

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

The Institute ensures for the welfare resources to be implemented for its teaching and non teaching staff. The well being of the staff is important for effective functioning of the Institute. The institute takes the following welfare measures for its teaching and non teaching staff. The Institute provides free installment scheme for the words of the staff. The non teaching staff is provided with the accommodation facility. Transport facility is also provided for teaching and non teaching staff. There is a provision for reservation in admission for words of teaching and non teaching staff. Teachers Welfare Fund is created and salary in advance is given to the needy staff members. Provident fund and group insurance scheme for teaching and non teaching staff. Campus medical facilities on subsidized rates. Maternity benefits as per norms and childcare. Computer labs and Internet facility. Sports facilities, cafeterias. Free uniforms for all employees. Salary advance and arrangement of personal loans from bank. Grievance cell for nonteaching staff. Faculty members are promoted for self development programs and higher education. Provision for availability of the auditorium and Conference Hall of Institute for the family functions of the staff conducted during Holidays. A full fledged canteen in the campus to provide food and snacks at reasonable prices to the staff and students. The non teaching staff have an Association which organizes certain holiday trips for the members. Faculty club and non teaching Staff Association represent their grievance to the management and seek Redressal. Yoga classes and psychological counseling is made available for the teaching staff. No membership fee for availing facilities of gym, indoor games and swimming pool. Study Leave for pursuing higher studies. Pregnant ladies and lactating mothers to be given necessary concessions in their day-to-day work and they are given flexible timings as per their requirements. These welfare schemes benefit the teaching and non teaching staff in the following ways.- It boosts the morale of the employees. The Insittute wishes to get 100% output from the teachers. So it makes efforts to encourage the employees Builds a competitive edge.-In order to form a competitive environment in the office, Insittute is providing opportunity to its employees. Improvement in mental and moral health.-the Employees of the Insittute are given various facilities at work which improves their mental health as well as helping them in becoming a good citizen. It helps in overall development of the employee. Social benefits.-The faculty members and non teaching staff are also getting various social benefits which are advantageous to the Institute. The social benefits increase the productivity as well as the work efficiency of the employees. This helps in increasing the standard of living of the employees which is appreciated and accepted by everyone.

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: 83.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	16	10	15

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: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	16	14	12	0

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Data as per Data Template	View Document

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

Response:

The institution has performance based appraisal system for the assessment of teaching and non teaching

staff. The appraisal report is based on the annual performance of the employee on the basis of their academic performance and other extracurricular activities. A good performance management system works towards the improvement of overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. The objective of assessment of teaching and non teaching staff is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. Performance appraisal has three basic functions- To provide adequate feedback to each person on his or her performance. To serve as a basis for modifying or changing behavior towards more effective working habits. To provide data to head of the departments with which they may judge future job assignments. Performance appraisal for the teaching staff is as follows- Promotion aspects of the faculty members are informed well in advance. The performance of each faculty member is assessed according to the annual self assessment. Evaluation of performances is done on the basis of teaching, learning and evaluation related activities, Co curricular, extension and professional development related activities, Research publications and academic contributions. The faculty members are assigned additional duties and responsibilities for the activities undertaken by the institution. besides academics. Performance appraisal for the non teaching staff- All non teaching staff is assessed through annual confidential report. The staff members are assessed on the basis of character and habit, capacity to do hard work, Discipline, reliability, Departmental abilities and technical abilities. The appraisal system sets out the framework for a clear and consistent assessment of the overall performance of teaching and non teaching staff for supporting their development.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The college has internal and external audit mechanism. The internal audit is carried out by the auditor by the management periodically within every financial year, the external audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system. The internal and external audit includes scrutiny of the following- Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending an appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues. Receipts from fee, donations, contributions, interest earned and interest on investments. Payments to vendors, Staff, contractors, students and other service providers. There is an audit committee which has a responsibilities like- The audit committee reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit

vendors. Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors. Supervising the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Working with internal and external auditors to ensure that the institution has comprehensive audit coverage to meet the risk and demands posed by its current and planned activities. Retaining auditors who are fully qualified to audit the kinds of activities in which the bank is engaged. Monitoring, tracking and providing discipline to ensure effective and timely response by management to correct control weaknesses and violations of law or regulations noted in internal or external audit reports.

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Data as per Data Template

Document

[View Document](#)

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

Response:

The resource mobilization policy focuses on achieving the goals and target of the institution ensuring accountability and transparency. The availability of funds is essential for any organization, society, family or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available. Therefore mobilization of fund is important for the development of organization. For the development of the Academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources. Budget of the institution is prepared by Principal together with top management every year taking into consideration all expenditures. The Trust sanctions and fulfills the needs which are urgently required. The Account Department spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc. Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills. To upgrade the students, professors and employees, various programs such as guest lectures, seminars,

discussions are organized. They are also encouraged to participate in different institution research work. Some percentage of funds is spent on maintenance of apparatus and purchase. Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college. Resource mobilization policy. The Institute operates student centric policies with focus on skill based research driven quality education which would be accessible and affordable by youth of rural and urban areas. Institute is to provide best resources to the students and faculty to meet the requirements and run the Institute for realizing the vision and mission of the Institute. The. Five year strategic plan is made by the Institute to plan broad academic activities related administrative, logistic and development activities. Accordingly, the budget estimates and funds requirements are made. This will be broken to yearly activities in mobilization of resources planned. The Institute needs three types of resources, human resources, equipment and material resources and infrastructural resources. Funds are raised through student fees, overhead charges from the research grants received from various government and non government agencies. and funding from alumni donors. Optimal utilization of fund is insured through- enhancement of library facilities need to fulfill learning practices and accordingly requisite funds are utilized every year.

6.5 Internal Quality Assurance System

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

Response:

The establishment of Internal Quality Assurance Cell by accredited institutions is a major step in pushing long term quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. IQAC in an institution aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. For this, during the post accreditation. It will channelize all efforts and measures of the institution towards promoting its holistic academic excellence. The IQAC has to ensure that whatever is done in the institution for education is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish practices and methodologies to collect data and information on various aspects of institutional functioning. IQAC is one of the major policy making and implementing unit in our college It strives hard for upgrading the college infrastructure and all support facilities to meet the Standards of higher education in growing needs of students. It assesses and suggests the parameters of quality Education. The objectives of the IQ AC are- To promote measures for the functioning of the institution towards quality enhancement through initiation of quality culture and institutionalization of best practices, to provide a sound basis for decision-making ,to improve institutional functioning, to act as a dynamic system for quality changes in the institution and to build a better internal Communication. Strategies and function of IQ AC Organizational workshop seminars on quality related themes and promotion of quality circles. To provide a sound basis for decision-making to improve institutional functioning. Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution. Preparation of the annual quality assurance report to be submitted based on the quality parameters. Documentation of the various programs /activities leading to quality improvement. To act as a dynamic system for quality changes in the institution. Two examples of best practices institutionalized as a result of IQAC initiative.

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

The institution takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students. Preparation of course plan at the beginning of every session. Feedback is collected by the students through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs. The improvement in courses and teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session.

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

File Description**Document**

Data as per Data Template

[View Document](#)

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The institution successfully implemented Quality enhancement initiative in the Academic and administrative domains. Some of the initiatives of IQAC which have contributed towards incremental improvements are- Optimization an integration of modern methods of teaching and learning. Use of ICT tools in teaching. Development of Environmental friendly campus. Conducting bridge courses. Waste management. Green practices. Use of ICT tools for teaching learning. Successful implementation of Connectivity of Internet in the campus which enabled online admissions, online free collections, online admission tickets, online certificates, online date sheets and digitization of academic records and staff records. Development of Institute websites. Introduction of computerized result processing through in house expertise. Computer training programs for the staff. ICT tools contributed to high quality lessons since they have potential to increase students motivation, connect students to many information sources, support active in class and outclass learning environments and let the teachers to allocate more time for facilitation . These tools are the best mode of education that use information and communications Technology to support, enhance, and optimize the delivery of information. It leads to an improved student learning and better teaching methods. The use of computers in the colleges enabled students to get the chance to do assignments or group projects by saving a lot of time. It increased students knowledge at the same time. Introduction of smart classes Computer assisted Instruction played the important role in improving the quality in teacher education. It consisted or both video as well as audio tape recordings, filmstrips and so on. Students could make queries to the computer by means of typewriter and keyboard and got answers in printed forms. Environment Friendly campus and green practices. The Institute works for the Environment conservation. and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized. The Institute worked for generating less waste and recycling it to a system that enabled the used material to be reused, ensuring that less natural resources are consumed. Waste management through establishing solid waste, disposal facilities in different places of the campus for disposal of organic waste, including plant debris. Spread of composting initiatives on the college campuses and Utilizations of compost for the plantations in the campus. The campus garden is maintained properly. borrowing or sharing a vehicle was successfully implemented . Use of Reusable water bottles and coffee mugs. Green Campus projects made by students to spread awareness about Eco friendly transportation in the campus.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods. Planting trees all around the campus so that there is a less usage of air conditioners. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort. Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs. Designing features of the building that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms. Switching over to LED's or CFL's can save lot of energy. CFL's last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost. Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage. Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact. Using sensors for turning lights on or off in a room. Taking the time to power down the computers each afternoon can do a lot to reduce power usage. Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus a little more green. Switching the lights off when the students leave the classrooms. Unplugging projectors, televisions, computers and smart boards after the use. Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights., Reducing water wastage., Recycling the waste etc. Alternative sources of energy – Solar energy- This is the most commonly used source of alternative energy by the institution.

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

Response:

Waste management is carried out at the institute in compliance with local and state guidelines. The culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively. The procedures, howsoever simple they may be require continuous effort, education and training of all involved. Institute carries out waste management in following ways: Segregation of waste into five categories - viz. General, Food, Plastic, E-waste & Biohazards Food waste is further used in the compost pit for use in soil enrichment. Staff is given regular training regarding benefits of waste management. Monitoring is carried out periodically by the head of the institution.

7.1.3 Institution waste management practices include

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

Response: D. Any 1 of the above

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

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

Response:

Cleanliness and sanitation is widely practiced in the institution. Several dedicated staff members have been engaged to maintain high hygiene standards. Safe cleaning material is used. Care is taken to ensure that personnel engaged in cleaning operations are kept safe and aware of material they are using. The institute is located in an area where green cover is easily maintainable. Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance. Gardeners are employed to maintain green cover. No pesticides are used. Students and staff are motivated to give suggestions for improving green cover.

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

Response: 1.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
15032	34380	212278	0	12400

File Description	Document
Data as per Data Template	View Document

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

Response:

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

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

1. Code of Conduct is displayed on the institution's website

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

Response: C. Any 2 of the above

7.2 Best Practices

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

Response:

Woman Empowerment Objective of the Practice In a co- educational institution Women constitute more than 60% of the total student strength of the Institute. The Institute ensures to promote a culture of respect and equality for female gender. To organize awareness programs on gender sensitization. The provision of opportunities and programs for girls and women to be financially mentally and emotionally empowered to promote their growth as individuals in their own right .To conduct seminars and workshops to impart knowledge of opportunities and tools available and train the woman.Celebration of international woman's day on March 8th every year.To inculcate entrepreneurial attitude among young girls scientist at the earliest so that they can be job providers rather than job seekers. Counseling services for resident and non resident students. The practice. Women's empowerment and achieving gender equality is essential for our society. To ensure the development of the country. Women's empowerment play a huge role in development and is one of the significant contributions of development. It is the vision of the Institute that women and men equally lead, participate and benefit from inclusive and sustainable. Development in the Institute. It fully recognizes that gender equality and the empowerment of women lie at the heart of its mandate. Evidence of success. A meeting was held again. KiranKumari, one of the participant was called to confirm on the effectiveness of the program. She reported that she had benefitted from this program. Problems encountered and resources required. Ensuring the all round support and participation of women teachers in the program was not an easy task for the Institute. The woman students showed impulsive nature in the matter of love in the adolescent age. It is a sensitive issue to be dealt with by woman teachers. Special teaching practices to the deserving trainees by the Institute. It focus on the student at the center of learning. Teachers make deliberate choices with regard to students interests and needs and the relevance of what is to be studied. The aim of these teaching practices is for students to develop independent knowledge and skills. To provide special assistance to the students who are unable to follow the teachers. The practice Students from all types of family background study in the Institutes So it was a very difficult task to impart the special training of teaching practices. Initiatives were given to the trainees of the Institute, so they agreed to take part in special class of teaching practices. The members of the training team were made familiar with the principles espoused in the training modules. Evidence of success. The trainees showed keen interest for these teaching practices . Problems encountered and resources required. The faculty members alone cannot provide better and advanced teaching practices to the trainees. So keeping in mind this problem, the coordinator of the cell has to check all the activities created by trainees and supervised by the experts. of the special teaching practices.

7.3 Institutional Distinctiveness

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

Response:

The Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and value based education. The faculty members are encouraged and kept updated for applying in research grant projects. The students participate in the state and national level competitions and the best ideas are rewarded. The institution clearly points out towards a value based education based on the curriculum of the affiliating Institute, combining it with the core values attached to it. The Institute provides students with ideas of social justice and self reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing women's power and rights. The teaching and the extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organized by the Institute, including community service, Blood donation, gender and environmental awareness. The students are guided to work on innovative project ideas. In keeping with the institutions vision of imparting quality education with values in a holistic way for one and all, women's Institutes has always given priority to the all round development of women to empower them. Accordingly, the institutions stresses on outreach programs and inculcates in its students an awareness of the value of holistic education and empathy for the less privileged sections of society. The Institute is at the location which is endowed with natural beauty, Serenity and tranquility. The quality of work done for the benefit of the society, and mankind reflects in the minds of students and faculty. The Institute has emerged strong in its pursuit for value based education to make this institution a Centre for excellence in line with the Institute mission. Our faculty members are committed to the mission of the Institute- To dedicate its energies to be responsive to the needs of ever changing society by promoting excellence in academics through value based education.

Additional Information :

NAAC new system is extremely exhaustive and requires a very level of documentation. Add to this, data required in the various format made the entire process challenging as well as enjoyable. It promoted team spirit in the college. As a first cycle in this mode, the staff worked very hard. A note has been made of additional documentation required by NAAC and these shall now be generated using the to be installed ERP program in the institute. Concluding Remarks : Given it's rural location, the college has done exceedingly well in nurturing local community, generating employment and providing talent at the community level. The varied all round curriculum adopted by the College has developed the child in a holistic manner.

5. CONCLUSION

Additional Information :

our institution has started a new process of self assessment in this a student judges his own progress and identifies his problems which he later discusses with his mentor the second incentive that we have taken up is a very serious effort towards personality build up and correction and intense workout is done to in still logical and critical thinking towards problem solving and prior to arriving at a decision

Concluding Remarks :

Summing up the declarations made under different headings it can be perceived that the institution is bent upon utilising its resources including human resources towards putting up a functioning institution which AIMS at not only producing and educator of the highest capabilities but also a strong and just human being.