



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		Priyadarshini College of Education
• Name of the Head of the institution		Dr. Sadhana B. Makde
• Designation		Principal
• Does the institution function from its own campus?		Yes
• Alternate phone No.		0712-2291318
• Mobile No:		7588740132/9421779127
• Registered e-mail ID (Principal)		principal.priyadarshini@gmail.com
• Alternate Email ID		pillewar_man123@rediffmail.com
• Address		156, Vijay housing Society, Manish Lay-out, Sonegaon, Post : Pratap Nagar, Nagpur
• City/Town		Nagpur
• State/UT		Maharashtra
• Pin Code		440022
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:		Teacher Education
• Type of Institution		Co-education

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	R.T.M.N.U. Nagpur University, Nagpur.				
• Name of the IQAC Co-ordinator/Director	Mr. Manish B. Pillewar				
• Phone No.	7588740132				
• Alternate phone No.(IQAC)	9764444862				
• Mobile (IQAC)	9764444862				
• IQAC e-mail address	pillewar_man123@rediffmail.com				
• Alternate e-mail address (IQAC)	sbmakde@gmail.com				
<b>3.Website address</b>	<a href="http://www.pceb.ltjss.net">www.pceb.ltjss.net</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.pceb.ltjss.net">www.pceb.ltjss.net</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://pceb.ltjss.net/index.php/academics">http://pceb.ltjss.net/index.php/academics</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.74	2016	17/03/2016	16/03/2021
<b>6.Date of Establishment of IQAC</b>			16/01/2018		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9. No. of IQAC meetings held during the year</b>	<b>03</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Nil</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>1. <b>Techno-Pedagogy in Teaching Learning Process:</b> IQAC organized faculty Orientation programme in collaboration with Priyadarshini Institute of Engineering &amp; Technology for online mode of teaching learning process. This resulted in cent percent result of B.Ed., and M.Ed., students. One week Faculty Development Programme was organized. 2. <b>Research activities:</b> IQAC directed the faculty members to publish research articles in UGC listed journals. Seed money was sanctioned for research activities 3. <b>Student support system:.</b> IQAC organized Student Induction Programme to become aware about syllabus. Student council was directed to organize various competitions to expose their talents. 4. <b>Outreach Activities:</b> IQAC directed to student and faculty member to organize community oriented activities to serve the society in Covid- 19 . Mask making programme, Grocery distribution in Wadi Nagpur, Activity on emotional support to needy people in pandermic situation was organized by faculty members, Collaboration with School and teacher education institutions were undertaken through MOU for knowledge sharing and practical application. 5. <b>Digital Evaluation System:</b> Everyone wants to keep pace with future trends and demands and online education has become the future need and demand. Teachers got</p>	

enhanced platforms for online evaluation. Google platform, email and WhatsApp groups have been used for smooth conduction of examination and assessment.

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

Plan of Action	Achievements/Outcomes
Online orientation (M.Ed.& B. Ed.)	Students become aware about syllabus and theory as well as practical work.
Online Orientation Programme for staff on Teaching Technique	Faculty became aware about online teaching techniques
Online Seminar Presentation of synopsis (M.Ed. )	1)Presentation of the specific research knowledge .2)Student share their research topic with classmates. 3)Student build thier confidence level of communication skill
Online Mask making programme (B.Ed. & M.Ed.)	Student learn how to make mask in pandemic situation.
Online Essay Competition (B.Ed. & M.Ed.)	1)Student express their thoughts, feelings ,ideas and beliefs in creative writing. 2)Student developpe their writing skill.
Paper /Cloth bag - Envelope making activity	Student learn how to make Paper ,Cloth bag and Envelope.
Project work on education thinker (Dr. Babasaheb Ambedkar)	1)Empower in effective reading of a text. 2)Empower to grasp the import of the text, evaluate its content and have their own views on text.
Seminar Presentation (M. Ed.)	1)Student develop their subject wise understanding and communication skill. 2) Student explain effective elements of their presentation topic.
Activity on emotional support to	1)Needy people get mental and

needy people in pandemic situation by staff & faculty member	emotional support to overcome the situation by interaction with faculties. 2)Our faculty member helps student and their family members by counselling 24/7. 3)Faculty give guidance for taking care and precaution in pandemic situation
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<b>13.Whether the AQAR was placed before statutory body?</b>	No
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• Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

**14.Whether institutional data submitted to AISHE**

Year	Date of Submission
2020-2021	01/02/2022

**15.Multidisciplinary / interdisciplinary**

The institution is preparing to include the Multidisciplinary approach in education as per the National Educational Policy 2020 which makes the students gain an arsenal of skills i.e. problem-solving, critical thinking, time-management, self management, communication and writing, analysis and research methodologies, teamwork, and much more - that are easily transferable across work environments. Keeping in view the problems faced by the students, the college is planning to set up numerous activities through various Clubs and Committees to bring a human search for connectedness. All these activities help our students to see the relevance of their learning to their lives and to generate an attitude of lifelong learning. The students have been motivated to work on multidisciplinary areas which enhance their interpersonal skills, empathy and marketability as future professionals and engaged citizens. Thus we ensure that each program achieves its goal and improves outcomes for people and communities.

**16.Academic bank of credits (ABC):**

The institution is ready to fulfill the requirement of the Academic Bank of Credits as proposed in NEP 2020. ABC is essentially a credit based highly flexible and student centric facility. As ABC is permitting the students to store the information of their credits digitally, the College has selfstudy courses and online courses previously under the guidance and support of the MOOC - SWAYAM Coordinator while implementing its' curriculum. A wide range of self-study courses are available for them to select courses and earn credits. By completing the courses offered by National Schemes, the students earn credits. The digital certificates of our students are also available with the College. Our institution has been in the process of getting approval to apply for registration with ABC from statutory authorities such as Governing Body and University authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, etc or of any specified university, shall also be considered for credit transfer and credit accumulation

#### **17.Skill development:**

Since to exploit the lockdown period effectively, the institution initiated Skill Development approach and integrated Vocational education with general education to provide holistic development for the students. This approach inculcating ample opportunities to be conscious of educational technology, learning applications, life-oriented skills and communication skills. The centre conducts Online quizzes through the Quizziz app and Google form, Arts & Crafts and a mass of Value Added Courses such as Yoga, Vermi-compost technology, Professional identity, Communication skill, MS Excel, Personality Development, Cognitive Psychology, Statistical methods and tries to identify the programme learning outcomes.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

**ENDEAVOUR TO ENHANCE MOTHER TONGUE:** Mother tongue plays a vital role in an individual's life as an influential tool that aids in determining the feelings and thought processes of a person. It not only paves way for critical thinking but also assists in learning a new language and other literacy needs. Beyond this, the mother tongue connects an individual with his/her culture and locality-based commercial value in entrepreneurship. As an impact of this, the teacher educators carried out various activities in consecutive years that promoted the importance of the mother tongue and its usage among students and society in general. As mentioned above, the

celebration of Mother Tongue stood as an initiation and became a landmark motivation for teacher educators to march forward towards enhancing their mother tongue.

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

Focus on Outcome based education (OBE): Academicians and educational thinkers recommend different approaches from time to time to provide inclusive education to produce optimal results. The contemporary educational system insists on a learner-centered approach, unlike conventional educational practices. Outcome Based Education is one of the learner-centered, recently evolved approaches that enable academic planners and administrators to design programs to contribute to the holistic development of learners. The OBE has been implemented in all the stages of the Teaching-Learning Process. The College also makes an effort to understand that the pursuit of knowledge is a life-long activity and to acquire a positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate, and develop responsibility and effective citizenship is one of the program outcomes for the students.

**20.Distance education/online education:**

The online education system has been implemented in the institution for facing the challenges of the competitive world. The institution mooted the prospective teachers to be adequately trained in skills essential for both blended learning and online learning. The college has developed an adequate infrastructure facility to support online learning. Keeping in view the convenience of the students, and the various technological tools used by the faculties, especially during the pandemic lockdown, the teachers use blogs, Google groups, Google sites, WhatsApp, and Google classrooms to communicate and share resources with students. Therefore, the trained human resources and material resources would enable the institution to reach learners across the globe through online education.

**Extended Profile**

**1.Student**

2.1	153
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	200
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	80
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	73
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	73
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.6	153
Number of students enrolled during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>



4.1	974220
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	45
Total number of computers on campus for academic purposes	

### 3. Teacher

5.1	14
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2	18
Number of sanctioned posts for the year:	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Curriculum revising and planning is undertaken at the university level by the board of studies member . As per their instruction college have to adopt the syllabus to local context. College faculty who are members of BOS play a vital role in planning and revising the syllabus. Principal Dr. Sadhana Makde is member of BOS of Education. The college adopt NCTE & RTMNU guidelines and an academic calendar was prepared for teaching-learning purposes. Decision taken by the BOS and education faculty are communicated to all colleges of education. The syllabus orientation workshops are organized for B. Ed. & M.Ed. students at the start of the session. The college at the local level, principal allotted the subject of theory & practical according to the areas of specialization interest, teaching skill, experience, subject knowledge and feedback of students etc. The curricular and co-curricular activities are also designed for the development of the students, continuous evaluation is done

throughout the year by conducting unit & house test after completion the required syllabus. College maintain the record of regular attendance of students, awards and list of the progress of student, staff meetings are organised as per need to discuss various issues related to students and staff. As it was the period of corona pandemic online mode of curriculum transaction was adopted with suitable techniques

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**B. Any 5 of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

38

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year**

07

**1.2.2.1 - Number of value-added courses offered during the year**

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

153

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

153

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

153

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

153

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Curriculum enrichment refers to giving greater meaning to a curriculum by adding values, the focus is given to the overall development of the student and they are thought skill relevant to real life situation. Enrichment provide student with the chance to acquire mastery of standard at deeper level than what is outline in the required curriculum.

As our college is college of teacher education , our syllabus of B.Ed. & M. Ed. course is enriched with theory & practical teachers play essential role in developing implementing, assessing and modifying the curriculum with their knowledge, skill, experience they are central to any curriculum efforts.

Teacher education refers to the policies and procedures designed equip prospective teacher with knowledge, attitudes behaviour and skills they require to perform their task effectively in the classroom, school and wider community teacher education encompasses teaching skills, basic understanding of the teacher education is being taught by the faculty members signifying the value of microteaching and individual development of the pupil teacher

Practical work in M.Ed. course is preparation and presentation of research proposal, library work, workshop, seminar, case study, symposium, visit to different field, yoga education, communication,

## preparation of tools internship, organisation & workshop

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

1. Trainee teacher of B. Ed. & M. Ed. are given opportunities to select school likes private, government, C.B.S.C. village school etc. so that they can understand the diversity in school education for purpose of internship & data collection of research.
2. Induction session is conducted before the commitment of internship programme & Data collection of research.
3. They closely observed government as well as private , CBSC & Village school.
4. Students analyse study the admission policy, infra structure facilities, evaluation policy, teaching pedagogical practices & responsibility for different staff member.
5. a) Mask making programme  
b) Waste out of best/paper bag  
c) Grocery distribution  
d) Community survey Report writing  
k) Visit to knowledge centre  
l) Distribution of educational material in slum area  
m) Road safety awareness

## n) Clothing distribution

- The college provide the effective and conducive environment to the prospective teacher to the overall development social moral cultural and academic aspect of the programme.
- Students are equated with theoretical and practical aspects like micro-teaching and practice-teaching with various teaching skills.
- Our college provide co-operative learning approach like peer-tutoring, experiential learning are used to embed students with values like co-operation sharing responsibility sympathy and respect towards society.
- Feedback collected from students teachers alumni practice teaching school.
- Feedback collected analysed and action had been taken.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Effort are being done by the institution to develop understanding various learning engagements. It's our aims to make them ready for the professional fields of the completing their studies B.Ed. & M. Ed. course.

The following simple ways to engage & motivate the students were sincerely implemented in our institution.

1. Reinforcing confidence & positivity
2. Make learning convenient
3. Get aware about course content
4. Create caper communication channels
5. Creation of an emotional atmosphere



6. Make teaching a two way interaction
7. Foster reflective thinking and prepare students for future experiences
8. Focuses on interactive and collaborative to entrance engagements and improve knowledge retention.
9. Arrange physical environment
10. Reward learners for engagement.

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

#### 1.4 - Feedback System

<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	Four of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

<b>2.1.1 - Enrolment of students during the year</b>	
100	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
100	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
37	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
37	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	
00	

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

As per academic calendar there is provision of programs process to identify different learning needs or students at different levels to per their requirement.

Institute organizes Guest lectures on different topics related to theory papers as well as practical subject such as communication skill development, Personality development, Yoga Education, Scout & Guide, Research Methodology, etc. (All these programmes are organized as per Academic calendar) There is a process of Selection of group leaders from AdvanceLearners under the supervision of Mentor of that particular group of students. These group helpsto slow learners for improving their skills as well as in studies. Curricular and Co-Curricular activities are organised to enhance the all-round development of students. Institute organizes curricular activities such as microteaching workshop, Lesson plan workshop, Seminars on different topics related to research, writing project etc. Some activities of arealso helpful for society ( under the Nai Talim Project ) Such as home made mask making & paper bag making and their distribution in local area as pandemic situation Mentor mentee group wise remedial teaching provision is available for needful students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b></p>	Six/Five of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b></p>	All of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2.4 - Student-Mentor ratio for the academic year

B.Ed.-1:13 , M.Ed.-1:5

### 2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

With the help of mentor mentee group, we are tries to find out & to understand the problems the students. After analysing the problem faculty helps to overcome & gives suggestions remedial strategies, solution on that problem. Due to pandemic situation problems are discussed through phone call and also through what's app group personally, which are help to solve assignments. faculty also provides notes for students, sharing useful links on you-tube as study material and for research work

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

153

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Semester wise mentor mentee groups are prepared to helps faculty to find out the interest the family background learning method on the students individually. So that faculty easily creates the healthy environment to release any stress on student personally. Faculty provides time to time guidance & support for stress release management with the help of guest lectures & also sharing by useful videos of meditation & stress release. All faculty members gives individual guidance for needful students on phone Call /What's app group due to pandemic situation.

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

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing**

Three of the above

**the linkages of various contexts of education- from local to regional to national to global**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Institute is always helpful to faculty for encouraging to enhance the3 professional development through creativity & innovative method faculty develops the professional essential qualities of teaching in students time to time faculty always encourages students to take the risk & helping students to think flexibly with healthy learning environment. Students prepared the wall magazines on educational thinkers with their innovative ideas. Seminars are organized on different topics related to dissertation for M. Ed. Students. Which are useful to enrich the communication skill in Pandemic period students prepared homemade masks and distributed in society.

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

**2.4 - Competency and Skill Development**

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of**

Five/Six of the above



**Classroom Activities Community Engagement  
Facilitating Inclusive Education Preparing  
Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several**

One of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/**

Two of the above

**developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

#### Internship programme-

The institution took immense efforts for planning and preparing the student for internship programme under the guidance of the Head of the institution at the beginning of the academic session.

Identification of schools: The institution endowed the student teachers with choice of selecting the schools for internship. They were asked to identify any two Government or Government Aided High Schools or Higher Secondary schools which will be more access for them to reach. .

Orientation to the students by staff members: Staff members were involved themselves in the preparedness of the student teachers for their internship by organizing an orientation programme before they leave for the training school.

Streamlining modes of assessment of students' performance: Teacher educators observe the students by visiting them during internship and provide feedback to improve their teaching skill. It also emphasizes the monitoring of class by guide teacher, and the supervising teachers from college. Teacher educators arranged innovative school visit and guided them to discuss and share their experiences in various school set ups, assessment procedures, resources, administration.

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

## 2.4.9 - Number of students attached to each school for internship during the academic year

### 2.4.9.1 - Number of final year students during the academic year

73

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school

teachers and peers.

Effective monitoring mechanisms during internship schedule for B.Ed by the Principal of the institution and incharge faculty persuaded the teacher educators to visit the students during the Internship through the circular. The coordinator prepared the duty allotment for the teacher educators for observing both the B.Ed and M.Ed students.

Supervision of the school head masters/principals: The school Head Masters checked the regular presence of the student by signing their attendance. Even the school head masters examined the teaching competency of the students.

Guidance of the mentors in schools: Mentors shared their time table to the trainees and allowed them to observe their classes for the first ten days to learn how to present the content. The B.Ed students will be observed by the mentors allotted in Schools and M.Ed by the B.Ed students who are in internship.

Self evaluation: Self appraisal form facilitates the students to categorize their language proficiency, communication skill, teaching competency, flexibility and academic excellence.

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

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)**

One of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	Three of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

06

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

12

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

12

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The teachers professional development helps to enrich the professional qualities in three ways i.e. Personal (Self Centered), Professional (Student Centered) and Social. Through formal & informal ways faculty members allows to attends the various development programmes such as seminars, workshop, conference to update their knowledge in the education field as current requirement writing articles books, study material publication or research papers etc. are also helps to develop the professional growth. This professional growth helps to adopt new trends, new aspects or teaching learning process. In lockdown period faculty attended various webinars, workshops related to ICT use in teaching & new policies of education.

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions



on policies and regulations

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

**2.6 - Evaluation Process**

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

As per yearly academic schedule there is the provision or continuous Internal evaluation with the help or various curricular & co-curricular activities. Assignments & projects, practical work according to syllabus or home university. Faculty conducts the class tests, exams related theory papers regularly. Institute organised various art & craft, yoga etc. weekly co-curricular activities are conducted regularly & group wise (Mentor-Mentee) which are organized by students under the guidance or faculty. The Head of the institution regularly monitoring the teaching learning activities.

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

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Examination is conducted by RTMNU Nagpur University in pandemic period examination conducted online and offline mode at college level. We have prepared grievance redressal committee related examination, so if any student have any complaint regarding examination, committee members try to solve if immediately.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The Head of the institute arranged a meeting to discuss the academic activities, curriculum planning, academic calendar, time table, value added courses, syllabus completion, exam conduction and community engagement services for current academic session. For the efficient conduction of the internal evaluation system, the college adheres to the preplanned schedule for class test, unit test and performance assessment to enhance the professional competence. However, the implementation of these relies on the background work like framing online/ offline assessment procedures, timetable and question paper models, and availability of physical resources as it

was COVID-19 period. All the activities of the institution have been implemented with slight modifications whenever necessary due to pandemic situations. The physical resources pertaining to examination are exam halls (with appropriate seating arrangements), personal computer, photocopier, standard office equipment and other essential stationeries. Apart from this, guidelines are given to all the staff members who are involved in the assessment or invigilation of the students' performance. During the conduction of any assessment activity, the timing is strictly followed by the evaluation committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The teaching learning process of the institution is aligned with the stated PLOs (Program Learning outcomes) and CLOs (Course learning outcomes which are as following - PLOS for B. Ed.

1. To demonstrate Knowledge or educational theories. Pedagogy skills - To develop effective teaching skills & strategies
2. Subject matter expertise in their teaching special methods.
3. To demonstrate skills in managing classroom.
4. Assessment and evaluation - To understand and various assessment and evaluation techniques
5. Technology Integration into teaching learning process
6. Value education : To develop different value

PLOS for M. Ed.

1. knowledge & understanding of educational theories and research trends.
2. Critical thinking & problem solving -
3. To equipped with research skills to able to design & conduct research studies
4. leadership roles facilitate change for educational improvement.
5. Professional Development

**CLOS for B. Ed.**

1. **Content Knowledge - Develop a deep understanding of subject matter and the ability to effectively teach & Communication that knowledge to students**
2. **Pedagogical Skills - Acquire a range of effective teaching strategies instructional methods & assessment techniques.**
1. **Educational Psychology - Understand the principal of human development learning theories.**
2. **Educational Technology - Acquire proficiency in using educational technology effectively & ethically.**
3. **Assessments & Evaluation .**

**CLOs of M.Ed.**

**Research skills - Acquire advanced research skills, including the ability to critically review existing literature design & conduct empirical research studies, analyze data using appropriate methods and draw evidence based conclusions to inform educational practice.**

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

**2.7.2 - Pass percentage of Students during the year**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

**Organizing various curricular & co-curricular activities, project work practical workshops etc. inculcates the professional & personal**

values among the students such as required teaching attitudes honesty integrity loyalty learning process helps to asses & analyze individually time to time.

Assessment tasks play a crucial role in identifying and reflecting students needs. These tasks provide valuable information to educators about students strengths weaknesses and areas requiring further development It is helpful to conduct reassessment to understands students prior knowledge & skills through quizzer, open-ended questions etc. Formative assessment can take various forms such as class discussions, group activities assignments, so that it provides ongoing feedback to both students & teachers enabling timely interventions to address individual learning needs. Summative assessment are conducted to evaluate student's overall understanding and mastery on the content through exams, unit tests projects, presentation essays, etc. It helps the identity areas where student may require additional support or enrichment the analysis of assessment helps to identify patterns & trends in performance or student Through this analysis Teacher tried to pin point specific learning needs allowing for targeted interventions. As to engaging in one-on-one conferences with student individually can provide deeper insights into their learning needs and provide personal guidance to student's learning institute adjust instructional strategies and material based on timely feedback to ensure, reflecting and addressing identified learning needs, educators can support students growth and create a more inclusive and effective learning environment.

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

**2.7.4 - Performance of outgoing students in internal assessment**

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

69

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Assessment tasks play a crucial role in identifying and reflecting students needs. These tasks provide valuable information to educators about students strengths weaknesses and areas requiring further development It is helpful to conduct reassessment to understands students prior knowledge & skills through quizzer, open-ended questions etc. Formative assessment can take various forms such as class discussions, group activities assignments, so that it provides ongoing feedback to both students & teachers enabling timely interventions to address individual learning needs. Summative assessment are conducted to evaluate student's overall understanding and mastery on the content through exams, unit tests projects, presentation essays, etc. It helps the identity areas where student may require additional support or enrichment the analysis of assessment helps to identify patterns & trends in performance or student Through this analysis Teacher tried to pin point specific learning needs allowing for targeted interventions. As to engaging in one-on-one conferences with student individually can provide deeper insights into their learning needs and provide personal guidance to student's learning institute adjust instructional strategies and material based on timely feedback to ensure, reflecting and addressing identified learning needs, educators can support students growth and create a more inclusive and effective learning environment.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

[http://pceb.ltjss.net/images/PDF/academics/Criteria-2-271\\_SSS\\_Student\\_Satisfaction\\_survey.pdf](http://pceb.ltjss.net/images/PDF/academics/Criteria-2-271_SSS_Student_Satisfaction_survey.pdf)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work**

One of the above

**Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

**3.2 - Research Publications**



**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

**3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

194

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

100

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

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

**Outreach activities in the community in the Institute.**

Institute is always forefront in sensitizing its students pertaining to social issues through its curriculum & extension activities. Some outreach programmes arranged in the college so that the students get connected to society & they should know their responsibilities towards the society. Cleanness awareness programme, environment awareness, health & hygiene programmes, survey by the college. Beside this some special days like Yoga day, world environment day, National Voter day are celebrated in the college so that

In this year pandemic was there, mask distribution and Covid-19 awareness programme.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

01

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

year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has the required infrastructure and learning resources like classrooms, laboratory, method room music rooms, curriculum lab, conference hall multipurpose hall, computer lab and library with reading room the campus is Wi-Fi enabled with 24/7, internet facilities to the students and staff. The college also updates the infrastructure and learning resources facilities with the changing requirement.

- Class rooms- our college has spacious class rooms in built LCD projector, for better understanding of concepts through audio/video mode.
- Multipurpose hall- Multipurpose hall are regularly used for conducting conference, Seminar, capacity of workshop , educational events the seating this hall are 200 students
- Conference Rooms - Separate conference room are there in college campus for meeting & seminar
- Method Rooms - Separate methods rooms are there in college campus for tutorial lecture, doubt clarification special remedial classes for needy students
- Laboratories - The college has well equipped laboratories students are instructed for utilize the facilities of laboratories and Guided by the staff members. All the materials are serviced every year as annual maintenance fire extinguishers are installed in labs and maintained properly.
- Library - The college is having a library with internet which is being effectively used by the students for their research activity

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

#### 4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0.59531

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Koha is an open source integrated library management in educational institutions including teacher institutions developed to cater to

the specific needs of libraries koha offers a comprehensive set of features for cataloguing circulation and patron management librarians can efficiently catalogue books journals and multimedia materials the software's we-based interface ensures accessibility from various devices promoting flexibility and convenience in library operations.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The Institution has access to the E-sources Ex. E- Journal, online journals , shodhaganga, E-Books etc. The students and teachers can access easily to get the information on research and other literature.

Study materials & question paper has uploaded in the college website students can avail this facility through internet from any other places.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

Two of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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

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

30 38



File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college provides internet facility to all faculty members in all systems of the institute The principal's office administrative office all students enjoy internet facilities Wi-Fi connectivity is available in around the campus.

Computer systems are upgraded with the latest software . Computer lab having more than 30 desktops with high speed network students

and staff members utilize this facility for browsing the E-Books research papers.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

1:3

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

There are e-established systems and procedures for maintaining and utilizing physical academic and support facilities such as laboratory sports complex computer classroom etc in the institute. The maintenance of physical academic and support facilities are carried out by the respective departments with the help of in house staff on daily basis

- laboratory facilities - Regular inspection and maintenance of laboratory equipment to ensure functionality and safety .
- Library facilities - Systematic cataloguing and organization

of library resources facilitate easy access for both students and faculty regular updates to the collection to align with the curriculum and support research activities

- Sports facilities - Maintenance of safety and a positive playing experience scheduling of sports activities to accommodate both academic & extracurricular commitments
  - Computer Facilities - Regular software updates and security checks to protect against cyber threats policies regarding computer usage, internet access & responsible digital behaviour
  - Classrooms facilities - Regular maintenance of classroom infrastructure including seating arrangements and audio-visual equipment
  - Drinking Water - Institute has employees technicians (Electrician & Plumber) for up keeping and maintenance of electrical and water drinking facility institute has also appointed housekeeping staff to maintain the gardens.
- Stock register are maintained yearly.
  - Internal stock verification is done every year

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	A. All of the above
---	---------------------

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>62</b>	<b>73</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<b>No File Uploaded</b>
Appointment letters of 10 percent graduates for each year	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

**03**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<b>No File Uploaded</b>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

**06**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Following are the different committees which plays vital role in the activities of institution.

Grievance redressal committee, Discipline committee, Language club, Science club Maths club, Sports committee, Cultural committee, Annual magazine ,Anti ragging committee.

College having various student council and doing their activities with healthy environment. Student council representative represents the views of the student teacher to the head of the institution. They assist in organising programme in sports and cultural activities . All Committee & club members involve themselves in keeping campus clean and maintaining discipline. To improve the skills, cell and faculty organize workshops, seminar, guest lectures students grievance redressal cell guided the students and redressed their grievances immediately if any.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

**5.3.2 - Number of sports and cultural events organized at the institution during the year**

17



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

## 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni association is the back bone of every association. Our alumni members supporting to our students for their carrier and other activities. we are very proudly says that our alumni members are on good position. The Principal of the college is the president of the alumni association. Other members include faculty and students

- Alumni helps in establishing networking with all students.
- It helps college in updating about the placement of the student.
- It provides information about job opportunities in school.
- Its feedback helps in improving activities and organization of the activities.
- Alumni association gives healthy suggestion to improve the quality of institution.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than**

Five/Six of the above

**class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

#### 5.4.3 - Number of meetings of Alumni Association held during the year

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The college has an Alumni Association and it is not registered. Alumni members are actively involves in various aspects of improving enhancing the quality or college. Successful alumni are invited in welcome program of new admitted students to motivate student teacher. Alumni also represents for various seminars and workshop for professional development information about all the activities of the college are sent to them via social media, what's app. During the academic year alumni participates for demonstrative lessons for student teacher, special lectures based on the syllabus.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

#### Our Vision

Vision of the Institution is to become a front leader in quality education and to promote a culture that support & reinforces ethical professional behaviour for a democratic and dynamic society.

#### Our Mission :-

To prepare competent need base resource & responsible citizens in the field of education & development of skill & leadership qualities to create an environment that faster the involvement and commitment of stakeholders for continuous improvement in performance and quality of life for all.

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college practices decentralization and participative management which results in success of the college due to combine efforts of all teacher and administrative staff of the college

Principal Level - Principal is the highest administrative post in the college administration he acts as the member secretary of the governing body. He Co-ordinates with the professors He /She takes academic decisions and reforms of various activity. Several plans and policies are executed to improve the quality of teacher education. The board of management meets twice a year to decide a important strategies and to monitor the progress of the college.

The college has a IQAC co-ordinator to carry on the administrative responsibilities given the the principal. The Principal forms different committees and their representative.

A council of staff comprising principal faculty and the librarian is form as a strategic decision making body at the college level above practices are being followed in the institute.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

All the financial transactions are mode transparently with the approved of the principal which includes day to day miscellaneous expenditure required for rooming the college salary of all the employees is directly deposited to their saving bank account.

The financial audit is performed at the end of every financial year.

Academic affair - College offers B. Ed. and M. Ed. courses of 50 each for B. Ed. and M. Ed. courses. The admission are taken as per state government rules. Administration of the college.

The administrative responsibility are enter entrusted by the principal for various committee

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The activities such as visit to historical place school internship were planned but due to covid pandemic it could not possible.

1. Visit to historical places
2. Internship programme (B. Ed. M. Ed.)

During covid pandemic utilization of audio video aids has been implemented for teaching learning process with following programs

- 1) To form various committee with objectives
- 2) Distribution of work according to objectives
- 3) Implementation
- 4) Reports - writing of all the committee
- 5) Linkof the page
- 6) Documentary evidence
- 7) College maintain an IQAC

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

In the organizational structure of priyadarshini College of Education The principal is the administrative and academic head of institute. He is assisted by all the teacher faculty members for the smooth functioning of institutes. various committees are formed. The principal gives responsibility to all the faculty members of various committee in charges are monitored by the principal.

Principal is the members secretary of the governing body and chairperson of the IQAC. The Principal in consultation with the teachers of different committee for planning and implementation of different committee. Implementation of different activity for academic student administration and related to policies .

Various committees are formed.

- 1) IQAC Committee / Cell
- 2) Discipline Committee
- 3) Academic Committee
- 4) College development Committee
- 5) Website development Committee
- 6) Admission Committee
- 7) Cultural Event Committee
- 8) Guidance & Counselling Committee
- 9) Research and extension Committee
- 10) Library Management Committee
- 11) Women's Welfare Committee
- 12) College annual magazine Committee
- 13) Sports Committee
- 14) Students grievance redressal Committee

15) Purchasing and building maintenance Committee

16) Examination Committee

17) Anti ragging Committee

18) Student's placement cell

19) Alimony Committee

20) Curriculum planning Committee

21) Practice teaching committee

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

To Plan are execute any activity in college meeting of all the faculty member is conveyed by the principal. The activities are decided in the meeting the minutes of meeting are prepared to maintain the transparency various activities and plans are decided according to the guidelines of the government body and vision and mission of the college the planning are based on the feedback and suggestion given by stakeholders such as students teachers alumni IQAC and PTA

While planning the activities the efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the keeping in mind the welfare of the students and over all development of the institute. All the activities are published in social media Website notice board all the activities are planned according to academic calendar

The decisions taken at various meeting at properly documented and effective steps are taken to implement the decisions positively

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Following welfare measures are adopted for teaching and non teaching staff

Teaching : 1) EPF

2) Fds (Seed money) to attend the seminars

Children's of the staff member are given priority during admission

3) The preference is given to the wards of teaching staff for admission 4) Upgradation /leave sanction by Institution

Non-Teaching :



1) EPF

2) The preference is given to the wards of non teaching staff for admission

3) Upgradation/leave sanction by the institution

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year**

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.**

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The process of performance appraised system for teaching and nonteaching staff is adopted as follows.

1) Students feedback form is circulated to the students for the evaluation of course syllabus and the teacher the students feedback form contains columns regarding content of cours and feedback about the teaching learning process the student are free to give their feedback on any course of teacher the feedback from collected from the students and evaluation is done.

2) Teacher self appraisal form is filled by every individual teacher self appraisal form collected details of the teachers name post.

- Short Term course attended
- Refresher/ Orientation

Points : -

1. Self appraisal form of teaching and non-teaching staff (Proforma)
2. Suggestion for improvement
  - Teaching improvement
  - Short term course
  - Refresher - orientation Course
  - Enhancement - Professional qualification
  - Publication e.g. Book Research, Paper, Book Chapters
  - Outreach programme
  - Participation in extension programme
  - Participation in corporate life

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### **6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

1. Institution conduct internal and external audit by Mr. R. A. Daswani & Co. He isa C. A. of the Institution. Audit is also conduct regularly with respect the salary non salary and also working of budgets and any other financial activities, All records are well maintain and updated periodically. The financial transaction of the Institution is a transparent and clear. Administrative staff who is well versed in accountancy keep the track of financial records and updates regularly. C. A. is also working of fees regulating authority and regularly clear all financial transaction and audit report and balance sheet prepare in time.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The budgeting and auditing procedure and standardize the source of revenue is fees received from the students As per the norms the college is self finance does not gate only grant from the government to conduct the programme the financial planning is done through there fund to meet all the expenses to required for all the activities.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The institute has internal quality assurance cell which helps in quality assurance of the institute it give suggestion from time to time for the improvement of functioning of institute this cell also examine and address suggestion received from different mode of communication to ensure the quality the feedback is taken from the students parents etc.

Points. : -

### 1. Quality cultural activity

- Formation of IQAC Cell
- Suggestion of any to improve the quality
- Google Classroom
- Yoga and meditation
- Stress Management
- What's app class

e.g. Essay Competition, Poster Making, Competition

Academic and curriculum committee

1. What's App lectures
2. Assignment
3. MCQ Questions
4. what's app viva

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The evaluation of teaching learning process is done periodically through student feedback notes assignment and personally guidance.

Ti also perform through microteaching skill practice lesson plan.

Seminar presentations guidance for new policy of university examination for MCQ pattern while revering the performances of previous year's results are also taken in to consideration

The institute has IQAC assess the performance of the programme approved by IQAC the periodic review of teaching learning and operational methodologies is an important programme of quality assurance This involves examining the curriculum teaching methods assessment strategies.

POINTS : -

1. Evaluating Teaching learning process periodically through student feed back
2. Notes (PDF) assignment
3. Personal guidance
4. To guide research guidance and micro-teaching skill, practice teaching lesion plan by what's app Google email
5. Synopsis guidance by what's app
6. Seminar presentation (Synopsis)
7. Guidance for new policy of university examination and MCQ Pattern
8. Feed back of previous years the college takes in planning and implementer of the academic programme
9. Feed back and the previous year results are the bench mark for further improvement
10. The institution makes all out offers to ensure adherence to academiccalendar with the help of schedule for all activities supervises content delivery by faculty, Examination, academic monitors, attendance of the student in internal examination.
11. Remedial teaching classes are organized as per requirement and feedback of the student.

Shodhganga, Scholar gate, Google etc. website are also used by the students.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The Institute reviews its teaching learning process and learning outcomes the academic calendar prepare in advance and circulated. The admission to B. Ed. & M.Ed. Programmes are taken through common entrance test (CET) All the students admitted are involved in orientation programme in which they are introduce to above the institute its faculties staff, andrule & regulation. They also made aware about education system teaching learning process systems of assessment curriculum various cultural activities discipline of

The institute the approach of IQAC always focus of learner cantered teaching learning and formulated policy to evaluate it from time to time to comply learning outcome the IQACperiodically reviews the teaching learning process and suggest any improvement in same.



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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college has the facility of inverter as a alternative source of power supply. The college building is designed to provide adequate sunlight to all classrooms office and other building primacies. Arrangement have been made during the construction of the building to ensure that all areas are illuminated. Rules are laid down for the proper handling of electrical equipment to staff & Students. A solar panel has also been installed to reduce the electrical load. Every Classroom have a instruction paper near switch board on which it is mention use electrical instrument whenever near and switch off the button while leaving the class. It motivation gives students to use limited electrical power

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our institutions regularly organize awareness campaigns, workshops to educate the staff and students on sustainable waste management practices. Encourage the use of reusable items and reduce use plastics on the premises. Establish partnerships with local authority (NMC -Waste collection vehicle) for Waste collection services and disposal. Regularly evaluate the waste management policy to align with evolving environment standards. Ultimately, fostering a culture of environmental responsibility within the institution contributes to greener and more sustainable learning environment. We have use to type of dust bin one use for wet waste

and other is dry waste. Every classroom, office, library, staff room, common rooms, laboratories, toilets, washrooms have plastic dustbins. Garbage pit is there in college premises in which dry leaves from the trees in the ground are gathered and put in it for composting.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Regular cleaning schedules are implemented to ensure classrooms, common areas and facilities are kept immaculate. Waste management systems are in place, promoting proper disposal and recycling practices. To enhance sanitation, the institution emphasizes the availability of hygienic facilities, such as clean restrooms and hand washing basins. Awareness programs educate both staff and students on the importance of personal hygiene and responsible waste disposal. The institution actively promotes a green cover through tree planting initiatives and landscaping activity. A college area is designed to maximize green spaces, contributing to a ecologically beneficial environment.

Our teacher institution is committed to creating conducive learning environment by maintaining cleanliness emphasizing sanitation fostering green spaces and actively working towards a pollution free campus for the well being of its academic community.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.694

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Our Teacher institution play a crucial role in leveraging local environment, utilizing locational knowledge and tapping into community practices and challenges. Our some educational programmes integrating local environment and create a more relevant and engaging learning experience for students. We provide library services to live nearby are of college those people who love to read are need books. Also, library services are provided to pass out students of the college or Ph. D students. Our institution actively involve the community in the educational process, fostering collaboration between teachers, students and local residential. Drinking water cooler facility is available for local city bus driver conductor and school going students passenger waiting for the city bus. Women/Men conductors of city buses are allowed to use the

washroom of the college.

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

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

- 1. Implementing Active Learning Strategies : Our teacher institution enhance student engagement and participation. Incorporating active learning strategies into teaching**

mythologies is a key institutional best practice. This involves moving beyond traditional lectures and fostering an interactive classroom environment. By integrating activities such as group discussions, problem solving exercises and brain storming (Stop and Go brainstorming) and SWAT analysis the objective is to engage students actively in the learning process. This approach promotes critical thinking, collaboration and a deeper understanding of the subject matter. The objective of these active learning strategies -

- To Make the students capable for solving their problems.
- To develop students ideas through work experience.
- To bring out an innate capabilities of the students.

2. Diverse Data Collection : Employ a variety of research methods, including surveys, interviews, experiments and classroom observations to gather diverse and comprehensive data. This ensures holistic understanding of teaching practices, student needs and institutional dynamics, facilitating informed decision making.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Teacher institution stands out for its vibrant institutional distinctiveness in co-curricular activities, fostering holistic development among students. The institution places significant emphasis on day celebrations, orchestrating events that blend festivity with educational significance. These occasions serve as platform for students to showcase their talents, creativity and cultural diversity. Games form an integral part of the institutions co-curricular framework, promoting physical fitness, teamwork and calmness. Through various sports events, yoga sessions and scout-guide programme students not only engage in healthy competition but also learn valuable life skills.

Assignments at teacher institution go beyond traditional academics, encouraging innovative thinking and practical application of knowledge. Students are challenged to explore real world problems,

enhancing their problem- solving abilities and critical thinking. Educational field visits are a cornerstone of the institutions approach, providing students with hands on experiences that complement classroom learning. These excursions broaden perspectives, connecting theoretical knowledge with practical insights.

In essence, teacher institutions institutional distinctiveness lies in its commitment to a well- rounded education, where co-curricular activities seamlessly integrate with academic pursuits, fostering an environment where students thrive academically, physically and creatively.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded