# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## SMT. KISHORITAI BHOYAR ADHYAPAK MAHAVIDYALAYA

BEHIND KAMPTEE RAILWAY STATION, NEW KAMPTEE, DIST. NAGPUR
441002 (MAHARASHTRA)
441002
www.skbedcollege.in

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The competent direction of Mr.Yadavrao Bhoyar, ex MLA and a great visionary, saw the establishment of Shri Sadashivrao Patil Shikshan Sanstha in the year 1985. The Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay, Kamptee (SKBAM), a teacher education college is named for Smt. Kishoritai Y. Bhoyar, a President of sanstha and pioneer of rural Nagpur, Maharashtra. The college is situated in Maharashtra state in the district of Nagpur, at the Kamptee on Bombay-Hawrah railway line and National Highway No 7. Kamptee was founded in 1821 when the British established a military cantonment on the banks of the river Kanhan. Kamptee was previously named Camp-T for its shape. Due to the significance of leadership in teacher education, the institution began operating at its current location from day of inception in 2006

In Kamptee and the surrounding area at the time, there was no teacher education program. The aspirant teacher in Kamptee and nearby villages has to go to Nagpur city for teacher education. In previous decades, the institution flourished under the capable guidance of Smt. Kishoritai Y. Bhoyar and her son Mr. Sureshbhau Yadavrao Bhoyar. Educationists, social workers, and senior experienced teachers make up the executive committee of the sanstha.

**Vision**

To become a center of quality education by promoting high Academic and Research Pursuits and competencies of Students for growth and developments of Region**.**

**Mission**

1. To impart quality education for all parts of society

2. To became center of excellence of academic activity to bring harmony & peace to the humanity

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- The infrastructure of the institution is adequate. All of the facilities, including the classrooms, seminar rooms, auditorium, labs, library, and areas for extracurricular activities and sports, are well-equipped.
- The faculty at the institute is sufficiently skilled and effective.
- Located on Mumbai-Hawrah central railway line and National Highway No. 7, therefore well connected by road as well as by train. Overall 26 trains passes through Kamptee railway station.
- 
- Nagpur Metro is extended upto Kamptee in new extended plan. therefore in near future institute will be

easily reachable from any corner of Nagpur city.
- A more decentralized, responsive governance with committees and cells to examine various issues.
- The student's registration is more diverse, today in practically all of the college's core subjects. Despite being in a rural area, the institute has been successful in drawing students from all around Maharashtra and neighboring states.
- Effective mentor-mentee system and concern for slow learners who are assisted through remedial classes
- A written code of conduct and authoritative discipline are in place.
- A women's hostel is equipped with all the comforts and amenities of a home.
- The Institute is involved in community outreach activities like blood donation camps, free health checkup camps, tree planting, awareness campaigns about the concern for the environment, and providing support for the development of schools in nearby areas.
- Various extracurricular activities like cultural programs, sports, quizzes, group projects, debates, presentations, industry visits, etc. help in the holistic development of the trainee teachers.

**Institutional Weakness**

- For male students, hostel accommodations are required.
- There are no accommodations for staff.
- There aren't any amenities for people with disabilities in a number of college structures.

**Institutional Opportunity**

- Friendly and Healthy Campus Atmosphere
- Cordial Relationship between the Teacher and the Taught
- Ragging free Campus
- Student Grievances addressed on time
- Opportunities of physical, mental and moral development
- Opportunities of mastery learning through remedial classes
- Opportunities to utilize local resources due to positional advantage of the college
- Guidance from experienced alumni who are already placed in teaching profession
- Provision for lift facility is under consideration by the management.

**Institutional Challenge**

- Juggling the demands of the neighbourhood with the need to prepare pupils for competition on a national and international level.
- Enabling our female and SC/ST students to survive in an increasingly globalized and cutthroat world.
- Competing with private institutions by lowering costs and providing flexible class schedules.
- For all worthy students to get Government scholarships.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

According to the RTMNU syllabus, the college plans to deliver content for the B. Ed. programme within 180 working days (90 days per semester), using an acceptable curricular structure through the Academic Committee.

The Academic Committee meeting is held on beginning of every semester. The committee focuses on planning and carrying out the curriculum through several other committees and strives to fill the curriculum requirements in a creative manner. The committee insists on increasing the activities for the purpose of curriculum enrichment in the execution of the teaching-learning process while implementing the plans to close any gaps in the curriculum that may exist. The institution provided remarkable chances for the stakeholders, including parents, teachers, students, training schools, employers, subject experts, and alumni, to register their valuable comments each year in addition to efficiently promulgating plans.

The purpose of the Academic Committee Meetings was to assign duties to the involved members and to schedule tasks such as creating the academic calendar, allocating subjects, creating time tables, and designing lesson plans. The curriculum is planned by the Academic Committee of our college in collaboration with committee members and IQAC.

The Academic Committee chooses the extra-curricular activities each year at the start of the academic year in order to help students to develop their whole personalities. To carry out the curricula throughout the academic year, a teacher orientation programmes were held and CLOs PLOs are explained. Value-added courses, Add-on courses, and self-study courses support the programme by enhancing students' knowledge and skills. By integrating them in numerous activities like "*Antarangi che Rang*" (Gruh Activities) and Committees, the institution gives students the opportunity to develop moral and social ideals and attitudes. The students insisted on learning through MOOC and SWAYAM platforms as well as self-study courses in order to expand their understanding of ICT and creative learning.

**Teaching-learning and Evaluation**

The Maharashtra State Government's Director Higher Education (DHE) and Admission Regulation Authority (ARA) provide the admission of students through their online CET portal. The students are admitted from diverse backgrounds like geographical, economic and cultural.

The institute offers a week-long student induction program, giving awareness to the students about PLOs and OBE for Teacher Education. CLOs are introduced to them in classroom by respective teachers. The program identifies natural skills, aptitudes, and learning mindsets through exercises. Students are given assignments and exercises to help them hone their abilities and fit in with the community.

The institute provides a welcoming and inclusive atmosphere that caters to the individual needs of both advanced and slow learners. The institute offers slow learners individualised support, additional time, alternative evaluation, and peer-to-peer support. Advanced students are motivated to master the subject matter by making the most of the resources offered by the school in order to support their quest of a university rank.

Teachers create lesson plans based on previous year's outcomes and academic committee planning. Academic activities are scheduled using course schedules, monthly and semester calendars for exams, and student assessments. The institute encourages professors to use various learning methodologies, such as active learning, experiential learning, problem-solving approaches, online teaching, and group discussions, to improve the quality of instruction and mirror real-world interactions. Through Gruh Activities (Color Houses), named as

"Antarangi che Rang", students are assigned the task of planning and organising the events to boost their managerial and cooperative qualities.

Students are graded based on their observations made in lab, internship, and classroom, and their recommendations are followed when scheduling internal exams. The institution offers efficient instruction and demonstrations before the internship, with effective oversight procedures followed. Students' professional and personal traits are examined and enhanced through tracking PLOs and CLOs. Students present a self-reflection at the conclusion of the programme to demonstrate how they have changed from being ME to being WE.

## Infrastructure and Learning Resources

The total built-up area of the college campus, which spans 5 acres, is 3271.40 square metres. The campus's rich greenery has a calming winter time influence and a cooling summer time effect. A library with 12,000 volumes of books, reference works, encyclopaedias, journals, and digital resources may be found at the institution. Online library services are offered by "Libman", a MasterSoft's Library Software. Apart from college resources, institute has online subscription of RTMNUs knowledge Centre with Inflibnet access. Students are taught how to use their authorised login credentials to access the wealth of online resources available for teaching and learning.

The institution has an internet facility with a 50 Mbps speed. 20 Computer Systems are provided with wireless internet access exclusively for students. In the computer lab, practical training sessions and workshops are held. All the classrooms, a Seminar hall are well ventilated. An air-conditioned Auditorium are well equipped with ICT resources. There is a large and well-equipped curriculum laboratory, health and physical education resource centre, Library cum reading room with ICT resource centre, and Art and Craft Resource centre. All the technological equipment and corridor is secured under CCTV surveillance. The college premise is well structured with both the sports field and sports facilities. Apart from this, indoor and outdoor sports facilities are available within the college. We meticulously follow safety procedures and building license, sanitary certificate, and fire safety certificate in accordance with government regulations. Fire extinguishers are placed at prominent locations for easy access in emergency. At sanstha level, there are computer service engineers, plumbers, and electricians who can do routine maintenance of all of the college's equipment. A gardener is appointed for maintaining green cover in and around the college.

## Student Support and Progression

Instead of just being a location, the institution acts as a catalyst for the person's realisation of their inner teacher. The learning experiences are combined to promote the growth of cognitive, inter-personal, intra-personal, technical, and employability abilities. The ICT tools give the students the skills. They need to become tech-savvy teachers who can offer blended learning opportunities at work. Experts from a variety of fields are brought to the institute to share their expertise and mentor our students through guest lectures and engagement in order to enrich the curriculum.

The Grievance Committee and Women's Cell are working to address the student complaints. The Beautification and Gardening Committee maintains the landscaping and tree pots while instilling a respect for the natural world and cleanliness. Numerous sporting events are hosted by the Games and Sports Committee, while cultural events are planned by the Social and Cultural Committee to foster complete personality development. Institutional scholarships, group insurance, hostel, transport, medical services and canteens all support the

students. The alumni association, which is officially known as the "DHYAS-*SKBAM Alumni Association*," actively participates in student enrolment, internal curriculum creation, curriculum development, placement counselling, and student monitoring. The Alumni Association works with their school to develop helpful programmes for the improvement of students. The Placement Cell provides excellent assistance to students and graduates seeking employment year-round. The institution frequently hosts coaching sessions for the NET, SET, TET, and CTET. The placement cell also arranges specific courses on personality development, placement orientation programmes, interview skills, communication development, and resume writing for the students in addition to campus interviews. We keep track of the pupils' progress by encouraging them to pursue further education.

## Governance, Leadership and Management

The college's aim is to provide a comprehensive, integrated teacher education programme via commitment to the community, service, and providing top-notch instruction to students all year long. This institution has a solid Governing Body that exercises effective leadership. The establishment of various academic, athletic, cultural, and administrative committees is done in order to carry out the institutional strategic plans. The college's governing body is crucial in the appointment of teaching and non-teaching staff in accordance with NCTE guidelines and approved by the associated body as needed.

The college aims to create ethical, professional, and socially engaged teachers who provide necessary educational support. The College Account Section manages income and expenses, including academics and administration. The college conducts purchasing according to governing rules, employs registered auditors for regular audits, and maintains a grievance redress cell for sound governance. The institution also employs registered auditors for regular audits.

A participatory strategy was used to construct an extended perspective plan that includes two-way interaction with decentralized committees and other stakeholders. E-governance plays a vital role in academics and administration. Various committees organize and execute the events for the holistic development of the students. The institution's conduct annual audit by registered auditors. Instructors promoted constructive teaching methods in the classroom, while performance evaluation systems were utilized to develop and maintain high performance standards. Concern faculty members are informed after reviewing the feedback.

The campus is well-fenced, and the installation of CCTV facilities ensures that the teaching staff and other employees are adequately protected from any threats. The campus security guards provide round-the-clock security and safety protection. The staff support system was effectively implemented intellectually and financially through FDP, Paper Presentation, Book writing, Research support and so on. The Institute prepares Academic Calendar in advance and publishes it on the college website. ICT-enabled Classrooms and Computer Labs and Wi-Fi campus are escalated to lead accurate and reliable measurement to attain the outcomes by the students.

## Institutional Values and Best Practices

Numerous steps were taken to improve the institution's qualitative qualities. One step in the use of alternative energy sources is the installation of solar panels. The institution had also adopted a number of measures, including eco-friendly practises, the preference for natural ventilation, low power consumption gadgets, etc. The institution has implemented the following policies: systematic disposal, recycling, reusing, and prevention

of trash stacks. Along with promoting paperless communication, other practises include recycling waste materials to create instructional aids, restoring technological equipment, and raising student awareness. By separating biodegradable and non-biodegradable waste, building a high-quality RO system, and supplying sanitary napkin dispensers.  The institution ensures cleanliness and hygienic conditions. Enhancing the green cover, rainwater collection, preserving the natural scenery, and using eco-friendly vehicles are all done to create a carbon-free zone. Students are exposed to as many academic and extracurricular activities as possible for their holistic development in order to showcase our specialness and distinction.

As an example of the institution's best practises, "*Aamhi*"—a shift from ME to WE, and "*Antarangi Che Rang*"—an (Gruh Activities) are used to foster students' overall growth and foster a sense of community.  A further example of outstanding practise is the Social and Cultural committee's extensive outreach initiatives. By planning programmes on gender equity and transgender issues, planting trees, raising voter registration awareness, and providing support to old age and orphan homes, the college inspires and mentors the neighbourhood.

## Research and Outreach Activities

We want to foster an environment that will increase research output. Through incentives for book authorship, conference attendance, workshop attendance, and paper presentation, instructors and students are motivated. IPR plays a significant part in inspiring students to present their original ideas through research. The institution's Innovation Council was founded in 2023 to discuss students' original and sophisticated thought. The college encouraged the staff members to write articles in UGC care-listed journals and international journals with ISSN. The staff is convinced to publish books and chapters with ISBNs. The college encouraged the publication of research papers in conference proceedings at the national and international levels.

Memorandums of Understanding are successfully implemented at the institution, and their quantity is successfully growing year after year. In addition to contracting with education colleges, the institutions' MOU also cooperated with Engineering College, Law College, Art and Science colleges, Schools, Special schools, NGOs, Innovation and Creativity centre and SHGs to make the most of the available resources in the region. The MOU allowed for a variety of activities to be carried out within the university, including the sharing of student library resources and information on teaching and learning, faculty exchanges, placement assistance, industrial visits, and more.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | SMT. KISHORITAI BHOYAR ADHYAPAK MAHAVIDYALAYA |
| Address | Behind Kamptee Railway Station, New Kamptee, Dist. Nagpur 441002 (Maharashtra) |
| City | KAMPTEE |
| State | Maharashtra |
| Pin | 441002 |
| Website | www.skbedcollege.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Shubhalaxmi Shivaji Jagtap | 07109-288850 | 9921860021 | - | kamkamptee@gmail.com |
| IQAC / CIQA coordinator | Prit Roshan Badhiye | - | 8888129111 | - | iqac.kamkamptee@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Private |

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

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details |
| --- |
| |

| State | University name | Document |
|---|---|---|
| Maharashtra | The Rashtrasant Tukadoji Maharaj Nagpur University | View Document |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| NCTE | View Document | 15-09-2006 | 2030 | NCTE letter valid to Next Order |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Behind Kamptee Railway Station, New Kamptee, Dist. Nagpur 441002 (Maharashtra) | Rural | 1.14062 | 3271.396 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Bachlelor Of Education B Ed | 24 | UG | English,Hindi,Marathi | 50 | 50 |

**Position Details of Faculty & Staff in the College**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 0 | | | | 7 | | | |
| Recruited | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| Yet to Recruit | 0 | | | | 0 | | | | 4 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 4 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 2 | 4 | 0 | 6 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 1 | 1 | 0 | 2 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 12 | 0 | 0 | 0 | 12 |
| | Female | 41 | 0 | 0 | 0 | 41 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 4 | 2 | 1 | 2 |
| | Female | 4 | 6 | 7 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 24 | 34 | 32 | 13 |
| | Female | 15 | 18 | 4 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 2 | 3 | 7 | 6 |
| | Female | 22 | 20 | 19 | 23 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1 | 2 | 3 | 5 |
| | Female | 27 | 15 | 24 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 99 | 100 | 97 | 88 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Multidisciplinary and Interdisciplinary approaches in teacher education are essential for preparing educators to be adaptable, creative, and effective in today's diverse and interconnected world. These approaches not only benefit teachers but also have a positive impact on student learning outcomes and their ability to navigate a complex, ever-changing global landscape. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make |
|---|---|

| | |
|---|---|
| | teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum. Institute provides multidisciplinary approach in B Ed. curriculum through active MoUs, visiting different places for understanding various local culture, use of computers for teaching methods as per local needs. |
| 2. Academic bank of credits (ABC): | A B.Ed. program is designed to prepare individuals for careers in teaching. It typically includes coursework in educational theory, pedagogy, curriculum development, classroom management, and often includes practical teaching experience. Institute promotes MOOCs courses to earn credit that can be transferred to the student's ABC account. The new updated syllabus provides this opportunity to accumulate minimum credits from their choice of courses to get the degree. |
| 3. Skill development: | Skill development is a vital component of teacher education because it equips educators with the practical tools and abilities they need to excel in the classroom and positively impact their students' learning experiences. The B.Ed. curriculum has a wide scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our institution encourages skill developments as Art and Craft, Home Science, Music, in optional papers opted by interested trainees. The internship programme is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based and the co-curricular activities form the base of skill development. It also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | We consider it a blessing that we were born in India because of the knowledge that has been given to us. We arrange field trips to locations with historical, ecological, cultural and commercial significance in order to introduce our trainees to the Indian knowledge system. Theoretical and practical understanding of the arts—such as music, theatre, and visual arts—that are included in the core curriculum enhances the professional capabilities of the aspiring teachers. The B.Ed. program's inclusion of extracurricular activities gives trainee instructors |

| | |
|---|---|
| | countless chances to demonstrate their range of abilities. The community-based events and awareness campaigns provide our cultural system's ingrained customs and values a range of exclusivity. |
| 5. Focus on Outcome based education (OBE): | The B.Ed. curriculum at our college currently places a strong emphasis on the clear statement of learning outcomes, which is in line with NEP 2020. The duties that entry-level trainee teachers are required to complete both during and after the course, as well as how to assess their degree of professional excellence, are explained to them. The trainers receive instruction on how to identify the necessary learning outcomes for their various subject areas as well as how they will evaluate their future students based on the required learning outcomes. The PLOs and CLOs are well defined and informed to the students at the beginning of the course. |
| 6. Distance education/online education: | NEP 2020 understands the significance of utilising technology's advantages in situations when traditional and face-to-face learning methods are impractical. To tackle the present problems of delivering high-quality education, our institution has started working on ICT-based education. ICT is used in a variety of teaching and learning activities, including online instruction, online testing, and the utilisation of electronic materials. |

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under | To raise the voting rate, education campaigns were run among the students about the value of voting. The pupils received training that was activity-based as well. It covers election procedure, citizen social obligations, and voting rights. The students take part in a range of creative initiatives to support their right to vote and raise public awareness of the value of voting. |

| | |
|---|---|
| privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Students of SKBAM has conducted a survey in the village Yerkheda, Yesamba and Ranala around Kamptee for electoral registration of new voters. During the survey it was also identified the name of expired voters. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | a) |

# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 98 | 98 | 99 | 88 | 60 |

### 1.2

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

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

### 1.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 25 | 25 | 25 |

### 1.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 49 | 49 | 47 | 38 | 12 |

### 1.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 46 | 30 | 46 | 30 | 9 |

| File Description | Document |
| --- | --- |
| Consolidated result sheet of graduating students | [View Document](#) |

**1.6**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 50 | 50 | 50 | 50 | 40 |

# 2 Teachers

**2.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 5 | 5 | 5 | 5 | 5 |

**2.2**

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

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

# 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 6.02 | 4.58 | 5.74 | 6.22 | 5.61 |

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

**3.2**

**Number of Computers in the institution for academic purposes..**

**Response: 20**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Planning

**1.1.1**

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

**Response:**

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

Teacher education is a crucial component in training teachers to succeed in the classroom. It involves a comprehensive curriculum that includes pedagogical expertise, educational psychology, curriculum design, classroom management, assessment, diversity and inclusion, educational technology, professionalism, ethics, Self learning, use of ICT for effective teaching, cooperation, and communication. The curriculum should balance theoretical knowledge with real-world experience, and it should be organized and purposeful. Keeping up with pedagogical developments and educational research ensures that teacher education programs remain effective in training teachers for modern classroom demands.

Since the college is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. (RTMNU), we adhered to the University's curriculum. Under the direction of the IQAC and Curriculum Committee, we plan and get ready to implement a variety of innovative activities for the delivery of content and to complete the curriculum.

**Activities implemented to accomplish the Curriculum**

It was up to the students to select their methodology based on their individual interests and degree-related disciplines. The institution offers individual counselling, additional instruction to enhance the students' language understanding, logical and analytical thinking, general and academic awareness, and ICT enrichment based on the observations made throughout the Induction programme and day to day observation. The subject will be reinforced by a variety of programmes, including inclusive education, special education, and child development initiatives.

With the aim of enhancing communication skills, statistical research knowledge, diversified personal capabilities, and life-oriented skills, a variety of value-added courses are made available. A placement orientation programme and coaching workshops for competitive tests were also made available to second-year B.Ed. students with the intention of increasing the placement chance.

**Strategies followed for the Academic enhancement**

Teachers effectively communicated knowledge using a range of techniques, such as debating, group discussions, team teaching, brainstorming, blended learning, flipping the classroom, special school visits, and field trips. The library's resources are used to broaden the context understanding. To help them understand the material, the students take part in a variety of activities throughout the year.

It has been decided to have one end-of-semester Pre-University Exam for all B. Ed. students, with the agreement of the academic committee. It is necessary to solve old university question papers in order to preserve consistency in examinations and to use the multiple-choice system. The teachers were urged to give extra work and assignments to the brighter students and remedial classes to the slow learners. Each year's stakeholder feedback survey was taken into consideration in order to determine where curriculum delivery and evaluation techniques needed to be improved. To better suit the curriculum and the demands of the students, the infrastructure was updated.

The students prompted to enhance their learning through online platforms by registering in MOOC, SWAYAM courses. Thus the entire activities of institution are highly focused on the student centric curriculum. To strengthen the learning ability of the students, the institution declared to honor the university first rank holders with shawl+Shreefal and certificate. Similarlly College toppers are felicitied in the college function.

**1.1.2**

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Meeting notice and minutes of the meeting for in-house curriculum planning | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**1.1.3**

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes**

(PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

**Response:** A. All of the above

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 75.36

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 52 | 52 | 52 | 52 | 52 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 69      | 69      | 69      | 69      | 69      |

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

### 1.2.2

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

**Response:** 0.8

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

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

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Brochure and course content along with CLOs of value-added courses | [View Document](#) |
| Any other relevant information | [View Document](#) |

### 1.2.3

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

**Response:** 28.89

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 57      | 71      | 0       |

| File Description | Document |
|------------------|----------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | [View Document](#) |
| Course completion certificates | [View Document](#) |

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**1.2.4**

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

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

**Response:** A. All of the above

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

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**1.2.5**

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 98      | 98      | 99      | 88      | 60      |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Certificates/ evidences for completing the self-study course(s) | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

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

Teacher education is a crucial component in training teachers to succeed in the classroom. It involves a comprehensive curriculum that includes pedagogical expertise, educational psychology, curriculum design, classroom management, assessment, diversity and inclusion, educational technology, professionalism, ethics, Self learning, use of ICT for effective teaching, cooperation, and communication. The curriculum should balance theoretical knowledge with real-world experience, and it should be organized and purposeful. Keeping up with pedagogical developments and educational research ensures that teacher education programs remain effective in training teachers for modern classroom demands. Since the college is associated with RTMNU, we adhered to the University's curriculum.

**Activities implemented to accomplish the Curriculum**

It was up to the students to select their methodology based on their individual interests and degree-related disciplines. The institution offers individual counselling, additional instruction to enhance the students' language understanding, logical and analytical thinking, general and academic awareness, and ICT enrichment based on the observations made throughout the Induction programme and day to day observation. The subject will be reinforced by a variety of programmes, including inclusive education, special education, and child development initiatives.

With the aim of enhancing communication skills, statistical research knowledge, diversified personal capabilities, and life-oriented skills, a variety of value-added courses are made available. A placement orientation programme and coaching workshops for competitive tests were also made available to second-year B.Ed. students with the intention of increasing the placement chance.

**Strategies followed for the Academic enhancement**

Teachers effectively communicated knowledge using a range of techniques, such as debating, group discussions, team teaching, brainstorming, blended learning, flipping the classroom, special school visits, and field trips. The library's resources are used to broaden the context understanding. To help them

understand the material, the students take part in a variety of activities throughout the year.

It has been decided to have one end-of-semester Pre-University Exam for all B. Ed. students, with the agreement of the academic committee. It is necessary to solve old university question papers in order to preserve consistency in examinations and to use the multiple-choice system. The teachers were urged to give extra work and assignments to the brighter students and remedial classes to the slow learners. Each year's stakeholder feedback survey was taken into consideration in order to determine where curriculum delivery and evaluation techniques needed to be improved. To better suit the curriculum and the demands of the students, the infrastructure was updated.

The students prompted to enhance their learning through online platforms by registering in MOOC, SWAYAM courses. Thus the entire activities of institution are highly focused on the student centric curriculum. To strengthen the learning ability of the students, the institution declared to honor the university first rank holders with shawl+Shreefal and certificate. Similarlly College toppers are felicities in the college function.

| File Description | Document |
| --- | --- |
| Photographs indicating the participation of students, if any | View Document |
| Documentary evidence in support of the claim | View Document |

## 1.3.2

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

**Response:**

**Diversities in School system**

All student teachers should be aware of the differences in the school boards as potential educators. By learning about other social groups and cultures, the student instructors are better able to combat biased prejudices. They are then in a better position to relate their experiences to those of their friends and students. After receiving adequate orientation, students were given the chance to tour several schools as part of an initiative called Innovative School tour for a week in order to instill moral and human values as well as strategies and abilities for managing a diverse classroom efficiently. They were permitted to apply to the various boards of schools for internships in addition to that one-week program.

**Functioning of various boards of School Education**

Diversity in the classroom opens up fresh viewpoints. Students of various sexes, races, backgrounds, etc., contribute a variety of perspectives and ideas. This improves the discussion and educational opportunities

in the classroom. With this in mind, the institution offered students a fantastic opportunity to tour other school boards in India. To better understand the differences within the school system, the B. Ed. students travelled to State Board Schools, Matriculation Schools, Central Board of School Education, Special Schools for the Differently Abled, and Physically Challenged to observe the infrastructure, administration and academic part, school functioning, syllabus, curriculum, teaching methodologies, communicative techniques, handling of innovative teaching learning resources, and other methods to aid the students. Through virtual laboratories, interactive whiteboards, science labs, math labs, library activities and language labs, student teachers learned how modern ICT technologies have been employed.

**Assessment systems**

Student teachers were able to learn more about the assessment by interacting with the faculty members and students at the school. The kids learned that, in contrast to the CBSE, which assesses students' subject knowledge, the matriculation school places a greater emphasis on memorization and rote learning. By visiting the special schools, they also acquired knowledge on how to instruct and assess the special kids. As a result, the institution gave them the opportunity to learn in a practical way.

**Comparative Perspective**

By contrasting how the kids differed mentally from one another, the student teachers had the opportunity to learn about the comparative perspectives of the various school boards. The first year of the programme gave the student teachers the opportunity to observe the educational system, and the second year allowed them to put their experiential learning into practice. Through MOUs, experts from other colleges are invited to present. As a result, the student teachers are able to learn about the differences between the Indian and international school systems.

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

**1.3.3**

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

**Response:**

**Understanding Learning Engagements**

The institution has made an attempt to help the students grow in their comprehension of various learning activities. The staff members presented a thorough example of microteaching techniques and urged the students to effectively practice by videotaping their instruction. To broaden their practical understanding, orientation is provided on literature reviews, expository writing, and EPC records. During the first year,

the institution organized a tour to several school boards to learn about the curriculum, syllabus, teaching methods, resources, evaluation system, infrastructure, etc., and during the second year, 80 days of internship.

**Alternatives provided**

College provides so many opportunities to promote critical thinking by conducting competitions like essay writing, slogan writing, oratorical, PPT presentation, quiz, drama, etc. The students are insisted to take part in yoga & meditation class, art and craft program, Socially Useful Productive Work (SUPW) workshop to perk up their life skills. They are provided opportunities to gain knowledge of inclusive education and also to realize the problems, needs and demands of special children by visiting the inclusive schools and special schools for differently abled children.

College offers experiential learning by organizing a field trip so that students can gain real-world experience, better their knowledge, and develop their social skills outside of the classroom. The students were compelled to sign up for and take courses through the SWAYAM and MOOC platforms as well as self-study online program in order to expand their knowledge of ICT and creative learning.

**Preparedness for the Professional field**

Reform attempts have put teachers under pressure to adapt to the new standards set by the educational system. The student teachers creatively made use of all the opportunities the school offered and increased their knowledge and interest to meet all the challenges. The student teachers developed themselves in all facets of a vocation after listening, practicing, and taking part in so many activities. They learned how to identify and care for children who are impaired, special needs children, and youngsters. Through social activities of the "Gruh" of the institute helped the students-teachers become physically and mentally prepared for performing community service.

The students gained knowledge on how to use technology, infrastructure, the educational system, teaching techniques, and handling teaching resources. Through the "Pradhnya Shodh", every single student-teacher hava been given a chance to face their fears and reveal their inherent ability. For the benefit of the students, the institution offered a placement orientation and a competitive examination orientation program.

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

## 1.4 Feedback System

**1.4.1**

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

**Structured feedback is obtained from**

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

**Response:** A. All of the above

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

**1.4.2**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

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

**Response:** 96

| File Description | Document |
|---|---|
| Document relating to Sanction of intake from University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Approval letter of NCTE for intake for all programs | [View Document](#) |
| Any additional link | [View Document](#) |

### 2.1.2

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

**Response:** 140

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 32 | 42 | 43 | 31 | 27 |

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

**2.1.3**

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

**Response:** 0.42

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

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

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

## 2.2 Honoring Student Diversity

**2.2.1**

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

**Response:**

Institute organizes induction program for newly admitted students. Principal gives overall objectives of the B. Ed. Program and expectations by schools as a part of professional life. The courses and activities

are co-related with the Program Level Outcomes (PLOs). Principal, and Senior faculty members interact with the students through different activities durzing the induction program. The students are being analyses through their participation, performance, presentations during this program. The students are then provided an opportunity and/or pushed to participate in various activities for improvement in their weak areas. The inherent talents of the students are identified and they are being promoted to exhibit their talents in several programs throughout the year, to overcome their shyness and build their confidence. As many of the students are from rural background, they are weak in communication, especially in English and unaware of workplace ethics.

The learning strategies adopted by the teacher educators were:

· Group discussion

· Concept Mapping / Mind Mapping

· Panel Discussion

· Debate

· Extempore

· Recitation of Poem or Song

· Playing a musical instrument

**Activities for Slow Lerner**

Assignments and reading from reference materials provide them knowledge of the subject. Regular opportunities for programme participation and faculty contact enhance communication skills and workplace ethics. Slow learners receive one-on-one mentoring through the mentor-mentee programme. Case-by-case remedial counselling and notes are given. The mentor-mentee programme helped new students and faculty develop healthy, friendly relationships. Participating in a variety of activities gives them a chance to interact and enhance their social skills, which aids in the development of their own life skills, moral fortitude, and ethical judgement.

Through self-reflection and classroom experiences, special assignments, such as planning gruh activities (Antarangiche Rang), have aided students in developing their critical thinking skills. They have also exposed them to college life in a disciplined and encouraging learning environment. The students have received enough opportunities to confidently demonstrate their abilities.

**Activities for Advanced Learners**

Advance learners are those who do well in studies and have good communication skills during the induction programme. In the beginning, those advanced students were permitted to utilise all of the college's resources. Advance learners are given additional tasks such as group leader, use of innovative teaching technics, ICT tools for their betterment. In order to arm themselves with the necessary knowledge and awareness of the novel and innovative educational system, they were encouraged to submit additional assignments, attend various quizzes organized by the university or any other colleges,

participate in various competitions, and were given opportunities to use the library with INFLIBNET. To enhance and deepen their capability, they were convinced to learn through online materials. As a result, the college supplied all of the initial academic support based on the requirements of each individual learner.

| File Description | Document |
| --- | --- |
| The documents showing the performance of students at the entry level | [View Document](#) |
| Documentary evidence in support of the claim | [View Document](#) |

## 2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

| File Description | Document |
| --- | --- |
| Reports with seal and signature of Principal | [View Document](#) |
| Relevant documents highlighting the activities to address the student diversities | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

| File Description | Document |
|---|---|
| Reports with seal and signature of the Principal | [View Document](#) |
| Relevant documents highlighting the activities to address the differential student needs | [View Document](#) |
| Photographs with caption and date | [View Document](#) |

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 19.6

2.2.4.1 **Number of mentors in the Institution**

Response: 5

| File Description | Document |
|---|---|
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The institution encouraged teacher educators to adopt multiple-mode approaches to improvise the teaching- learning process. The method of teaching will be decided based on the content and the maturity level of the students.

**Approaches adopted**

**Discussion** - Open discussion, group discussion, focus group discussion, panel discussion, fish bowl technique for discussion.

A Research Colloquium clarified the concept of a Dissertation as a Focused Group discussion. The core content for the B. Ed student teachers was shared through Group discussion. The teachers ensured that

students were actively engaged during the discussion.

**Debate**

Debates developed the innovative thinking and synergetic skills of the students. Debates were conducted in classrooms on various topics and in different visions.

**Blended learning:**

Blended and Virtual teaching-learning method was practiced through online modes such as Google platform, Zoom, Google Meet, and Free conference call.

**Seminar:** Keeping in view improving communication skills, gaining expert knowledge, networking with others, and renewing motivation and confidence, students are kindled to present a topic through the seminar.

**Dramatization:** Opportunities were given to exhibit talents and foster creative thinking skills through Pedagogy wise drama competition.

**Invited expert talk:** Invited Expert talk programs are arranged through MOUs to share information and gain more knowledge.

**Brainstorming:** The students insisted to take part in Mock Viva as a part of the brainstorming methodology. It provided copious opportunities for the students to share new ideas and information.

**Online quizzes:** Pedagogy wise Online quizzes are conducted through Google form, and the presentation app to engage the students and recall conceptual knowledge.

**Experiential learning:** Micro teaching demonstrations and practice sessions are arranged for I-year B. Ed students. The teaching of the students was observed by the teacher educators and immediate feedback was given to the students to rectify the mistakes to improve their teaching competency.

**Participative learning:** The institution provided opportunities for participative learning through Drama & Art, Book reviews and ICT orientation. An innovative school visit was arranged to the nearby elementary schools for B. Ed. Students to learn the administration and teaching strategies.

**Problem-solving:** They were also trained to conduct Diagnostic tests to identify the strength and weaknesses of the school students and learned how to handle the situation efficiently.

**Team teaching:** Team teaching was adopted by the teacher educators to deliver the content in different ways through different methodologies by different teachers which made the students observe and understand the concept without any difficulty.

Thus the multiple-mode approaches have been adopted by teacher educators for easy understanding and presentation of the concepts.

| File Description | Document |
|---|---|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | [View Document](#) |

## 2.3.2

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link of LMS | [View Document](#) |

## 2.3.3

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

**Response:** 86.73

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

Response: 85

| File Description | Document |
|---|---|
| Programme wise list of students using ICT support | [View Document](#) |
| Landing page of the Gateway to the LMS used | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.3.4**

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

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link of resources used | [View Document](#) |

**2.3.5**

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

**Response:**

The institution insisted teachers to provide continual mentoring for developing professional attributes in students with the help of their profile.

**Working in Teams**

The Student Welfare cell is formed with numerous members labeled Office bearers. The purpose of the Student Welfare cell is to make the students get practice moral values and professional attributes like teamwork, cooperation, flexibility, organizing, sharing of thoughts, etc.

"Antarangi-che Rang" (House Activity) is another concept in which students are grouped in under four color houses named with colors like Blue, Green, Yellow and White. Each house has to organize various days, events. They were also encouraged to take part in outreach activities, Community Engagement Services, and various events under different Committees and houses (Gruhas) to develop their professional expertise.

**Dealing with student diversity**

The staff members also inculcated to deal with student diversity in an effective way. A one-to-one

teaching system was implemented in the institution to enhance the teaching competency of the students. Institutions also organize the visit to specially-abled school (School for blind kids, mentally retarded kids etc.) to understand dealing with blind students. To embark upon the circumstances, academic counseling was also offered through the Mentor-Mentee system and remedial classes were arranged for the welfare of students.

### Conduct of Self with Colleagues and Authorities

The first year of the programme provided students with opportunities to practice teaching techniques through an innovative school visit, where they learned about the educational system, administration, teaching methodology, and evaluation strategy. In the second year, they were given a 16-week internship assignment, where staff members watched instructors and provided rapid feedback for improvement. The value-added course allowed students to practice independently, enhancing their language and communication skills.

### Balancing home and work stress

The mentors pushed the students to overcome their anxiety, despair, anxieties, and complexes by offering emotional support and compelling them to take part in yoga, meditation classes, and counselling sessions, among other things. To help the student teachers become mentally prepared to reconcile the stress of their home and work lives, the staff members invited our alumni to share their personal stories and academic accomplishments.

### Aware of recent developments in education and life

Teachers are receiving training on data usage, Edutech tools, virtual reality, and internet platforms to guide instruction and assess student development and use it in their classroom. The NEP 2020 emphasizes digital literacy as a top priority talent for the modern age. in order to survive in the modern environment, teachers are acquiring thorough understanding of digital capabilities. SWAYAM offers variety of online courses which are taken up by teachers and Teachers-students are also encourage to take-up some courses.

The institute utilized student-centered teaching strategies such as concept mapping, blended learning, and classroom flipping to focus on professional development.

### 2.3.6

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

1.  **Special lectures by experts**

2.  **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

**4.       Teacher presented seminars for benefit of teachers & students**

**5.       Use of media for various aspects of education**

**6.       Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

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

**2.3.7**

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

**Response:**

### Promoted Intellectual and Thinking skills

The institution organized various Expert talk programs, celebrated special days such as Environment day, Earth day, Science day, and National Deworming day, and conducted several workshops assessment tools, teaching skills, Communicative English, Strength of Thoughts, Soft skills to ace interviews. The students participated in value-added courses such as Communication Skill, Computer Literacy, Self-identity for teachers, and Self Study Courses Book review, Field trips, and Blended Learning, Team learning was encouraged and practiced by our students.

### Fostered Creativity

The institution gave immense opportunities for the student teachers to develop their creativity by conducting workshops on Arts and Craft, Innovative Methods of Teaching English, and organized competitions such as Poster Design, Essays on Unsung Freedom fighters, Poem recitations, Drama, Rangoli competition, Wealth from Waste, Slogan writing, to enhance the creative skills. Students are participating in creating useful items out of waste newspaper. Students are engage in decoration for celebration of Ganeshotsav and Diwali. Through our practice "Antarangiche Rang" (Gruh Activities), each gruh students are given the responsibility to conduct the event completely. Thereby students are getting the opportunity to add their creativity to make the event successful as well as memorable.

### Cultivated the innovativeness

To enhance innovativeness in teaching-learning practices student-teachers are given an opportunity to incorporate co-operative/collaborative teaching-learning environment during the micro-teaching session

which is then implemented during their internship lessons. The methods of teaching a particular subject is brushed during the practice-lessons and also at the time of micro-teaching by asking our student teacher to incorporate role-plays, story-telling, hands-on learning activities based on the particular methodology every student teacher has opted. During the practice lesson the student teachers are given an opportunity to make use of the smart-board, they are asked to prepare lessons incorporating blended-learning.

### Inculcated empathy in students' minds

To implant the empathetic skill among the student teachers, the institution provided valuable opportunities for them to visit Special schools, Schools of Differently abled children, Home for the aged to understand the feeling. and nature of those special kids. They were also encouraged to take part in activities like Blood Donation camps, Cancer awareness programs for rural society. The students generously contributed food for 'Kasturchand Daga Bal Sadan', an orphanage home. Also, we fed the poor children from slum area. Institute implement best practice "Aamhi", a transformation from ME to WE. Through this practice we inculcate human values, respect others, and build healthy mind and relation with surrounding people.

### Enriched the life skills

Institution took a major role in enriching the life skills of the student teachers by offering them a variety of courses such as Yoga, Communication skills, Arts and crafts skills, Dance and Drama, Playing musical instrument and SUPW workshops. The students were encouraged to participate in the awareness program on gardens which focused on making Medicinal plants and Organic Vegetables. Visit to Agriculture College, Botanical Garden is conducted for awareness about crop science and climate change. Students were participated in maintaining interior and corridor ambiance with pots for plant.

## 2.4 Competency and Skill Development

**2.4.1**

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

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

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Reports of activities with video graphic support wherever possible | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.4.2**

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

**1. Formulating learning objectives**

**2. Content mapping**

**3. Lesson planning/ Individualized Education Plans (IEP)**

**4. Identifying varied student abilities**

**5. Dealing with student diversity in classrooms**

**6. Visualising differential learning activities according to student needs**

**7. Addressing inclusiveness**

**8. Assessing student learning**

**9. Mobilizing relevant and varied learning resources**

**10. Evolving ICT based learning situations**

**11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Reports and photographs / videos of the activities | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | [View Document](#) |

**2.4.3**

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

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

**Response:** A. All of the above

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

## 2.4.4

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

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

**Response:** B. Any 3 or 4 of the above

| File Description | Document |
|---|---|
| Samples prepared by students for each indicated assessment tool | [View Document](#) |
| Documents showing the different activities for evolving indicated assessment tools | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.5

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

**1. Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

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

4. **Identifying and selecting/ developing online learning resources**

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

**Response:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Sample evidence showing the tasks carried out for each of the selected response | View Document |
| Documentary evidence in respect of each response selected | View Document |
| Data as per Data Template | View Document |

### 2.4.6

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report of the events organized | View Document |
| Documentary evidence showing the activities carried out for each of the selected response | View Document |
| Data as per Data Template | View Document |

### 2.4.7

**A variety of assignments given and assessed for theory courses through**

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**

**4. Preparation of term paper**

**5. Identifying and using the different sources for study**

**Response:** A. Any 4 or more of the above

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

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**2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

The institution took immense efforts for planning and preparing the student for the internship programme.

1. Selection/identification of schools for internship: participative/on request

2. Orientation to school principal/teachers

3. Orientation to students going for internship

4. Defining role of teachers of the institution

5. Streamlining mode/s of assessment of student performance

6. Exposure to variety of school set ups

**Identification of schools**

The institute creates a pool of nearby schools for internship with the due permission from the principals of the schools. Apart from the nearby schools, if the student wishes to complete internship in the school in their locality, institute completes the primary procedure and get consent from the concern principal. Thereafter the faculty in-charge for internship allocates the school to the student-teacher based on the method and language opted by them. The group leaders are also nominated among them, who will work as a coordinator for internship in-charge faculty.

**Orientation to school Headmasters**

The orientation to school Head Masters/ Principal was given by the Principal of the college regarding the nature of activities to be given to the student teachers, and how they should be treated and trained. Principal of schools are requested to involve the student-teacher in Prayer, PTM, Cultural activities, sports activities, administrative work like preparation of Time-Table, conducting events etc. The same

instruction was forwarded to all the training schools through a letter from the Principal of the college.

**Orientation by Teacher Educators**

The school organized an orientation program for student teachers before their internship, ensuring they were prepared for the role. The students learned how to teach, supervise, and observe schoolchildren from staff members. They were taught through practice, mock drills, and microteaching. Employers were expected to be punctual, obedient, disciplined, and sincere. The school encouraged participation in extracurricular and academic programs. Students were trained in cutting-edge teaching strategies, ICT, and efficient tools. The school also educated students on attendance requirements, dress code, and performance efficiency.

Institutions offered orientation programs on case studies, instructional materials, microteaching, and achievement tests. Pedagogy faculty conducted demonstration sessions to address student teachers' concerns about engaging students and delivering material effectively. Before internships, a mentor provided personal assistance and mental tools to inspire students. During internships, students were encouraged to contact their mentor for moral support. The mentors also encouraged students to contact their mentor for any necessary assistance.

**Streamlining modes of assessment of student performance**

Teacher educators visit students during internships to improve teaching skills. They are monitored by school guide teachers, school heads, and college supervising teachers. The internship coordinator assigns mode and time of assessment. Peer students and school teachers are recommended to discuss student-teacher performance after class and provide suggestions for improvement.

**Exposure to school setups**

Teacher educators arranged school visits and guided them to discuss and share their experiences in various school setups, assessment procedures, resources, administration and innovative teaching methods.

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

**2.4.9**

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

**Response:** 5.44

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

Response: 9

| File Description | Document |
|---|---|
| Plan of teacher engagement in school internship | [View Document](#) |
| Internship certificates for students from different host schools | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of the schedule of work of internees in each school | [View Document](#) |

**2.4.10**

**Nature of internee engagement during internship consists of**

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

**Response:** A. Any 8 or more of the above

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

**2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

**Monitoring by the Teacher Educators**

In order to maximize the benefits of internships in schools, the organization implemented a number of monitoring systems. Using the circular, the institution's principal convinced the teacher educators to pay

the students a v isit when they were interning. The coordinator of the internship organized the teacher educators' duty schedule so they could visit the schools and observe the intern. Students are encouraged to contribute geotagged images of their instruction in the classroom. Three separate staff members should visit and watch each and every student three times at regular intervals.

The teacher educator observed and evaluated the student's in-depth subject knowledge, participation in class activities, communication skills, use of innovative teaching techniques, creation of teaching-learning materials, time management, teaching competency, etc. on the designated day. Students brought their questions to the college campus on Saturday, and their teacher educators provided them with the appropriate answers that same day.

**Supervision of School Headmasters**

The school headmasters verify student attendance by signing attendance sheets for both morning and evening sessions. They also assess students' teaching abilities, providing feedback based on regularity, punctuality, material preparation, and collaboration with mentors. Students can participate in extracurricular activities like PTA meetings, Scout & Guide, Physical Training events, as well as quizzes, exhibitions, oratorical speeches, drawings, dances, dramas, and mimes. Headmasters lead assembly activities and celebrations for students. If any student inconvenience occurs, headmasters notify the college, and teacher educators address the issue.

**Guidance of the mentors in schools**

The student-teacher received mentors on the first day of the internship from the headmaster/principal of the school. In order to teach trainees how to lead, teach, ask questions, engage, manage the classroom, assign work, and other skills, mentors gave them access to their schedules and let them watch their classes for the first 10 days. Mentors evaluated the students' use of creative teaching strategies and skillful content delivery by observing their teaching competency. They then gave them prompt comments to help them develop into fully qualified educators. The mentors assigned to schools watch the student-teachers.

**Flexible approach by the peers**

A separate assessment sheet was provided to all the students to observe the classes of their peers. They insisted to give opinions and suggestions orally to their peers and in written form.

**Self-Appraisal**

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

**Weekly report and doubt clearing session**

All the internees are weekly reporting to the institute. During the interaction, student-teacher shares their experience at school in classroom as well as in other co-curricular and administrative activities. The teacher educator / principal address the problem faced by the students and give them suggestion/ demonstration and suitable guidance as per the problems.

| File Description | Document |
|---|---|
| Documentary evidence in support of the response | [View Document](#) |

## 2.4.12

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

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

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

**Response:** C. Any 2 or 3 of the above

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

## 2.4.13

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | [View Document](#) |
| Five filled in formats for each of the aspects claimed | [View Document](#) |

## 2.5 Teacher Profile and Quality

**2.5.1**

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

**Response:** 71.43

| File Description | Document |
| --- | --- |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.5.2**

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

**Response:** 60

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

Response: 3

| File Description | Document |
| --- | --- |
| Data as per Data Template | [View Document](#) |
| Certificates of Doctoral Degree (Ph.D) of the faculty | [View Document](#) |

**2.5.3**

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

**Response:** 15

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

Response: 75

| File Description | Document |
| --- | --- |
| Copy of the appointment letters of the fulltime teachers | [View Document](#) |

**2.5.4**

**Teachers put-forth efforts to keep themselves updated professionally through**

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

**Response:**

Every teacher educators have an obligation to stay current on cutting edge and novel challenges in the field of education, which in turn fosters greater creativity. It is imperative that teacher educators introduce new and cutting-edge techniques to instructional strategies and teaching-learning methodologies. As a result, teachers must improve their teaching abilities and acquire a comprehensive understanding of all teaching strategies and procedures. The organisation encouraged staff members to participate in their professional updating process in order to instill these ideas in their heads. It is essential for teacher educators to bring about advancements and modern and innovative methods in teaching-learning methods and instructional strategies. Hence, they need to upgrade their teaching competencies and become well-equipped with all the tactics and techniques of teaching.

**Professional Development Programme**

The staff members were involved in various activities conducted on campus for their professional development such as a Yoga training program entitled Great teachers to create great students, a Communication Skill development program, and Research Methodology. During the pandemic situation, the teaching faculties put immense effort to learn and implement technology-oriented teaching by using online tools like Google Classroom, Google Drive, Google forms, Google meet, Zoom Meeting etc. The staff members were encouraged to utilize the internet and free wi-fi facilities to enhance themselves. They were also engaged in numerous FDP and Training programs, Seminars in online and offline modes. The management provided the staff members with enough financial support to attend and present papers at conferences and seminars in other colleges and universities.

**NEP 2020 Orientation**

Faculties have attended faculty Development program on NEP Orientation and Implementation. Faculties are practicing experiential knowledge in their teaching. They are also encourage to be proactive in multidisciplinary studies. MoU with an Engg. College, Law college give them insight about basic technical knowledge and various legal aspects in societal issues.

**Orientation Programs**

The staff members had shown enough interest to equip themselves by participating in copious orientation classes such as NET orientation, NAAC orientation, Communication Skill Development, Teacher Education, and Orientation on different Virtual Platforms, blended learning technique was practiced for easy access to the learning material and to synchronize the learning process.

**Workshops**

The staff members attended the workshops on Research Methodology, Computer training on MS office, CMS app, Gandhian thoughts, Yoga for Stress Prevention, Inner Engineering, Integrated Initiatives in Teacher Education, and Higher Order Thinking.

**Achievements by the staff members**

Many of our staff members are qualified with Ph.D., M. Sc., M. Phil, NET, SET, MAHATET, TAIT, etc.

**Sharing knowledge with other colleges**

The staff members registered themselves in participating and presenting papers in National and International Seminars and Conferences.

Thus the professional development of the teachers turns them into stronger and more fitting by allowing them to produce useful and personalized lessons for the students today and also to unravel and repackage knowledge, skills, pedagogies, and learning outcomes, to stay relevant and connected to the future.

| File Description | Document |
| --- | --- |
| Documentary evidence to support the claims | [View Document](#) |

## 2.6 Evaluation Process

**2.6.1**

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

**Response:**

**Continuous Internal Evaluation**

As an affiliated institution of RTMNU, the institution has followed the regulations framed by the University. The university prescribed scheme of evaluation is followed by the college. The college has adopted numerous methods of assessing the academic performance of the student teachers on a continuous basis.

**Assessment in Theory subjects**

As per university scheme there is no provision for internal assessment. But for the practice, students are given an assignments and ask to solve university examinations old question papers. Students are assessed through various activities conducted in the college.

**Assessment in Practical (EPCs)**

| S. No. | Components | Marks |
| --- | --- | --- |
|  |  |  |

| 1 | Punctuality in Attendance, | 10 |
|---|---|---|
| 2 | Performance | 10 |
| 3 | Quality of work | 10 |
| 4 | Presentation | 10 |
| **Total** | | 40 |

The student teachers attended class tests and submit their assignments on the given topic within the allotted time. They were also encouraged to present their views innovatively through seminars.

**Participation in co-curricular activities**

Studnts are observed during the activiches for their participation, leadership, co-operation with peers and teachers. Su-moto of the students for organising, conducting and managing co-curricul;ar as wel as extra curricular activities.

**Innovative Practices implemented**

To enhance innovativeness in teaching-learning practices student-teachers are given an opportunity to incorporate co-operative/collaborative teaching-learning environment during the micro-teaching session which is then implemented during their internship sessions.

During the practice lesson the student teachers are given an opportunity to make use of the Projector for Presentations, Short Movies, and prepare lessons incorporating blended-learning.

The methods of teaching a particular subject is brushed during the practice-lessons and also at the time of micro-teaching by asking our student teacher to incorporate role-plays, story-telling, hands-on learning activities based on the particular methodology every student teacher has opted.

Under the best practice-II, " Antarangiche Rang", four color houses ( Green, White, Blue, Yellow) are fromed. Each houses are assigne to organise the event using their hpouse color scheme. The house has given a freedom for organising the event.

| File Description | Document |
|---|---|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View Document](#) |

**2.6.2**

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

  1.**Display of internal assessment marks before the term end examination**

    **2. Timely feedback on individual/group performance**
    **3. Provision of improvement opportunities**
    **4. Access to tutorial/remedial support**
    **5. Provision of answering bilingually**

**Response:** A. Any 4 or more of the above

| File Description | Document |
| --- | --- |
| Details of provisions for improvement and bi-lingual answering | [View Document](#) |

**2.6.3**

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Grievance Redressal Mechanism**

At the beginning of every academic year, the Evaluation Committee members were selected and assigned various responsibilities by the Principal for the smooth conduction of the procedures of the committee. The committee members will be assisted by the Evaluation Secretary from the student council. Grievance Redressal Mechanism is a part and parcel of the machinery of any administration for its success. No administration can claim to be accountable, responsive, and user-friendly unless it has established an efficient and effective grievance redressal mechanism.

Henceforth, the Institution is following the Grievance Redressal Mechanism successfully as it encourages the students to raise concerns, suggestions if any, and ideas to improvise the activities of the committee, without fear and also provides a fair and speedy means of dealing with the complaints related to the examination such as syllabus completion, question paper setting, assigned activities, time allotment, hall allotment, valuation system, the difficulty level of the question paper, etc.

**Complaints registered**

The institution provides a chance for all the students to put forward their ideas and suggestions to the Evaluation Committee through some innovative activities. As a part of it, a Grievance register is being maintained by the Examination Committee which provides a chance for the students to list out their grievances if any. When the students find any discrepancies in the assessment procedure or grading in the examination, they are free to approach the grievance redressal cell and clarify their doubts or sort out the issue. These grievances will be discussed and resolved by the Exam Committee members through the committee meeting.

Some of the students may hesitate to put forward their inconveniences. Those students were also motivated and insisted to share their suggestions or difficulties with the Student Evaluation Secretary. Hence the grievances will forward through the Grievance register or Student Evaluation Secretary, then to the Evaluation Committee members and finally, it will be informed to the concerned staff members.

**Suggestions implemented**

Initially, the institution conducted the Model exams in continuous days but the committee came to know that it seemed to a difficult task for the student teachers to prepare for their exams within a short time. As suggested by the students, the evaluation committee resolved to conduct the Model examinations on alternative days in the following days for the welfare and convenience of the students, through which the students can enrich their learning level.

As suggested by the students, the committee followed the Multiple question paper system to avoid bias and also to experience various difficulty levels in the question paper. This was put into practice through the committee meeting and forwarded to the staff members through the Principal.

Thus, this is considered a constitutional approach whereby students can address the difficulties they found in the examination system and assessment process and can be benefited if it is found to be genuine. Hence it is observed that the teacher educators have been evaluating the student's performance in a standard and justifying manner.

**2.6.4**

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

**Response:**

Smt Kishoritai Bhoyar Adhyapak Mahavidylaya is perticular in academics. Institute prepares Acdemic Calander every year and same is made available on institute website. University declares its Academic Calendar from Jun to May including Winter ans Summer Holidays. Institute tries to map the activities inline with university calendar.

Post COVID-19, delay in admission processess makes begining of First Semester and do not match with affiliating university academic calendar. Therefore, institute now creates acdemic calendar for the batch. Mostly all the activities, National Days, are executed on the date. Gruh Activities also planned in advance and executed on the date. thus instiute adheres to the calendar as per as possible.

Due to unavoidable circumstances like delay in university examination or rescheduling of other activities beyond our control, sometime event is cancelled.

| File Description | Document |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | [View Document](#) |

## 2.7 Student Performance and Learning Outcomes

**2.7.1**

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

**Response:**

**Plan for the Attainment of PLOs & CLOs**

The affiliating university, RTMNU has recommended PLOs and CLOs in the syllabus. Numerous course contents are aligned to PLOs. Faculty members have created mapping of CLOs with PLOs for all the courses including theory and EPCs. Based on the courses covered in a semester, PLOs are summarized at semester level i.e. PLOs that maps with semester courses. Likewise, for all the four semesters, PLOs are summarized.

For each semester, courses are categorized into theory, EPC and Internship(Practicum). Based on the total marks for the category courses and it's share with total marks of that semester, category wise weightage is calculated. Ex. In a semester there are 4 theory courses with sum of maximum marks say 350 and total marks of that semester is 500, then Theory category weightage = 350/500*100 = 70%.

Attainment of CLOs are computed based on the marks scored by the students in university examination. As per the university scheme and syllabus, every student has to score minimum 50% marks for passing in the examination. In line with university guidelines, institute has set the attainment criteria for CLO to 50% marks in the respective course in the university examination.

**Computation of attainment of CLOs and PLOs**

Institute decided the CLO attainment in three levels, High (3), Moderate (2) and Low (1). The criteria for attainment level is as given below:

Level 3: 90% of the students scoring more than passing marks.

Level 2: 80% of the students scoring more than passing marks

Level 1: 70% of the students scoring more than passing marks

After computing the CLO attainment level for each course, category wise attainment is computed.

Category wise attainment = sum attainment levels of that category courses / 3*number of courses in that category x 100. Then this category attainment percentage is multiplied by weightages of that course category. Ex. If the three theory courses has attainment levels 3,2,2 respectively, then theory category attainment =(3+2+2)/(3*3) = 7/9x100 = 77.78%. later this attainment is multiplied by its weightage. For Ex. If Theory category weightage is 70%, then 77.78 x 70% = **54.45**. The sum of all category wise attainment of a semester is denoted as semester attainment level, which is further used for computation of PLO attainment.

**Mapping with PLOs and Final Attainment**

The PLO attainment level is calculated from semester attainment level. If the PLO is mapped in that semester, then PLO attainment level is computed as:

PLO Attainment Level = 3, if semester attainment level >= 60.00

PLO Attainment Level = 2, if semester attainment level >= 50.00,

PLO Attainment Level = 1, if semester attainment level < 50.00

Finally, the overall attainment level of the PLO is calculated as Average of that PLO attainment level in the four semesters.

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

## 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 83.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 46 | 30 | 48 | 30 | 9 |

| File Description | Document |
|---|---|
| Result sheet for each year received from the Affiliating University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | [View Document](#) |

## 2.7.3

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

**Response:**

**Progressive Academic Performance of students**

The academic performance of the student teachers is reviewed through the internal examination by conducting two class tests and two model exams. The performance level was measured by conducting various activities and tasks through gruh activities (Antarangiche Rang) and "Aamhi".

**Attainment of Cognitive attributes**

The performance of the students is assessed based on cognitive, affective, and psychomotor domains which leads to analyzing their progress and attributes towards teaching competency. The cognitive attainment of the students is monitored through the internal assessment of class tests, assignments, and seminars. The results are analyzed for the attainment of course learning outcomes (CLO). As suggested by RTMNU, the bilingual versions of the questions are asked in the internal exam. Based on their progress in the internal examinations, remedial teaching is provided to enrich their learning.

**Attainment of Professional attributes**

Institution took their utmost effort in providing opportunities for student teachers to improve their professional attributes. The student teachers are given various tasks, assignments, and activities as per university prescribed syllabus. The CLOs of each course is mapped through various activities. In addition, the University prescribed a few courses called Enhancing Professional Capacities (EPCs). The 1st, 2nd and 4th semester students complete 3 EPCs and the 3rd Semester students complete 1 EPC. The internal assessment carried out at regular intervals helps to keep track of the progress in student performance at the cognitive, affective, and psychomotor levels. The attainment of CLOs leads to the attainment of PLOs.

**Attainment of PLOs & CLOs**

The achievement of PLO and CLO was measured by analyzing the performance of the student teachers in their University examinations. The Level of Attainment was categorized into three different stages, Level 1 - 70%, Level 2 - 80%, and Level 3 - 90%.

Based on the University exam result, the target will be fixed for the upcoming year. It may be raised by 5% every year. Also if the PLO attainment level is below 3, then activities related to that PLO will be increased or restructure so as to attain that PLO at level 3.

| File Description | Document |
| --- | --- |
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | [View Document](#) |

**2.7.4**

**Performance of outgoing students in internal assessment**

**Response:** 79.59

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

Response: 39

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

**2.7.5**

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

**Response:**

**Identified Learning Needs through Entry Level Assessment**

The Induction programme Aaditah, Mentor Mentee Meet, Grievance, Feedback system, Pedagogy staff, and Communication between the course coordinators (subject teachers) and peer students were used to identify the students' learning needs. These included flexibility, a friendly approach, easily accessible transportation, an effective communication system, individualized care, academic and psychological counselling, skill development, language fluency, subject proficiency, physical fitness, professional skill enriching, demonstration classes, Seminar, Assignment, ICT technology-orientation, team teaching methods, remedial teaching techniques, cultural events, etc.

Many activities were provided to the students in order to meet their expectations and meet their learning needs. The "Pradhnya Shodh" programme has been organised by the institution, mostly to showcase their abilities. The students underwent the Entry Behaviour Test. Many activities under "Antarnagiche Rang," "Aamhi," are planned based on their performance in the Pradhnya Shodh. In addition, students were given access to academic activities such as seminars, assignments, term tests, term end exams, debates, quizzes, value-added classes, self-study courses, workshops, orientation programmes on instructional material, micro teaching, mini teaching, internships, EPC records, etc.

**Opportunities provided to perk up the Talents**

The student teachers were sent to visit a variety of school boards, including inclusive schools, special schools for mentally retarded children, state boards, CBSE schools, and matriculation schools, as part of an innovative school visit. There, they learned about different teaching approaches, assessment tools, ICT-enabled classrooms, curricula, and more. In order to broaden their knowledge, student teachers were also urged to attend book festivals and museums. Additionally, for the benefit of the students, the college offered TET, CNET, and NET coaching. As a result, the learning requirements of the students were determined, and it was decided to provide those needs by organising numerous activities through committees, Student Council, and "Gruh" (House Activity). Additionally, the pupils were encouraged to sign up for the SWAYAM online learning courses.

**Performance of the student teachers**

The student teachers' performance at the conclusion of the year demonstrated that all of their initially indicated learning needs had been successfully met. In the program's second year, the students used their internship to demonstrate their professional abilities. They have improved their language and subject knowledge, as demonstrated by their participation in seminars, PPT presentations, and competitions throughout the programme. The schools were able to recruit more students as a result of their demonstration of their professional abilities, communication skills, teaching abilities, effective preparation, and efficient use of teaching-learning materials. Our students' engagement in discussions, competitions, and quizzes demonstrated their critical thinking skills. Some of our students passed the SET exams and qualified.

**Exit Level Assessment**

In the beginning, the students' learning needs were identified and the institution provides various activities and tasks to mold them to become reflective teachers. At the end of the programme, their progress is measured once again through exit level assessment.

## 2.8 Student Satisfaction Survey

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

# Criterion 3 - Research and Outreach Activities

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**3.1.2**

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | [View Document](#) |

**3.1.3**

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

**1.Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

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

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Sanction letters of award of incentives | [View Document](#) |
| Institutional policy document detailing scheme of incentives | [View Document](#) |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | [View Document](#) |
| Documentary proof for each of the claims | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**3.1.4**

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

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

**Response:** E. None of the above

## 3.2 Research Publications

**3.2.1**

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

**Response:** 2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 2 | 3 | 3 |

| File Description | Document |
|------------------|----------|
| First page of the article/journals with seal and signature of the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**3.2.2**

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

**Response:** 1.2

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

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

| File Description | Document |
|------------------|----------|
| First page of the published book/chapter with seal and signature of the Principal | [View Document](#) |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 3.3 Outreach Activities

### 3.3.1

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

**Response:** 3.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 8 | 10 | 0 |

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

### 3.3.2

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

**Response:** 39.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 41 | 0 | 53 | 46 | 36 |

| File Description | Document |
|------------------|----------|
| Report of each outreach activity with seal and signature of the Principal | [View Document](#) |

### 3.3.3

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

**Response:** 38.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 50 | 55 | 66 |

| File Description | Document |
|------------------|----------|
| Documentary evidence in support of the claim along with photographs with caption and date | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**3.3.4**

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

**Response:**

**Sensitized students to social issues through various Outreach activities**

Education helps us to understand the nature of society and our responsibilities. As to the quote, the institution made enthusiastic efforts through various clubs and committees such as COVID Cell, NSS, Health Club, etc at its supreme level to sensitize the students to face the social issues. Our institution stimulated the students to involve themselves in various community engagement services.

**Contribution during Disasters**

Students contributed for grocery packets and Mask to distribute in slum, Villages during COVID

**Social Awareness Programme** Institution arranged numerous awareness programs like National Deworming Day, National Consumer Day, Drug Abuse, Dengue Prevention, Survival Complications of Transgender in the society, Blood Donation Camp to foster the students to solve the social problems by their active participation. Institution organized rally on diverse occasions; to create awareness about AIDS, to avoid usage of plastic, to create Voter Awareness and to show up the significance of World Mother Tongue Day by distributing pamphlets, holding placards and by shouting the slogans.

**Rendered Community Service** As a preventive measure, institution made the students to inhale vapours

of Amrut Mixture ( Ajavayan Ful + Bhimseni Kamphur + Pudina Ful)   during covid pandemic situation. Besides, they contributed mask and food for the road siders. A Tree plantation program was conducted and the students were insisted to plant more than 100 saplings in and around the campus. Under the guidance of Enviro club, the students created a herbal garden inside the premises. They visited Kasturchand Daga Bal Sadan (An Orphanage Home), Old age home to make them to realize their social responsibilities towards senior citizens and contributed groceries and food.

**Awareness of Women health through Siddha** An awareness program on the 'Food Discipline for Young Women' was organized with the help of the physicians from Kishoritai Bhoyar Pharmacy College. A programme on "Anemia & Varmakalai" was conducted to emphasize the necessity of micro and macro nutrients in our food and the importance of green leafy vegetables.

**Awareness of Law and Rights** Conducted awareness programmes on POCSO Act and Women's Rights, Elimination of Violence against Women.

**Impact of the Outreach programmes** Developed service attitude, ability to face social issues and created humanity, moral values and social responsibility.

| File Description | Document |
| --- | --- |
| Report of each outreach activity signed by the Principal | View Document |
| Any other relevant information | View Document |

## 3.3.5

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

**Response:** 0

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

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

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

## 3.4 Collaboration and Linkages

### 3.4.1

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

**Response:** 0.2

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

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

| File Description | Document |
|------------------|----------|
| Report of each linkage along with videos/ photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 3.4.2

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

**Response:** 12

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

Response: 12

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Copies of the MoUs with institution / industry/ corporate houses | [View Document](#) |

### 3.4.3

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

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

**Response:** B. Any 5 or 6 of the above

| File Description | Document |
|---|---|
| Report of each activities with seal and signature of the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

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

**Response:**

The campus is well developed and has sufficient facilities and learning resources as per norms of NCTE. The campus is Wi-Fi enabled.

**Classrooms:** Separate classroom are there for each Year. Classrooms have a hygienic environment and sufficient air ventilation and sun light.

**Library cum Reading Room:** college library , has the collection

of books on Education. The collection includes reference books, Journals, periodicals, encyclopaedias,

Dictionaries, textbooks, CDs, theses, dissertations, reports, surveys etc. e-resources, E-journals,

etc.. The library has dedicates reading spaces for students .The library is fully automated with Libman Software

**Laboratory:**. ICT Lab, Home Science Lab,Psychology Lab, Curriculum Laboratory. They are equipped with necessary equipment's, appliances, apparatus, specimen, and chemicals.

**Principal Room & Staff Rooms:** Principal room is dedicated space for administrative functions and staff rooms available for all the teaching staff. Dedicated work centre with cables, charging points. Each staff-room is equipped with Wi-Fi.

**ICT  Labs:**

Well maintained lab for e-content development.

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

**4.1.2**

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 33.33

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

Response: 1

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

Response: 3

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

**4.1.3**

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

**Response:** 0

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

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

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The library working is **computerized**; **Libman Software** is being used for issuing books and maintaining records.

Libman software helps colleges to manage whole library without many efforts. Libman software provides that allows college to efficiently manage all the in-house operations of the library like Acquisition & Cataloging, Circulation, (Online Public Access Catalogue), Serial Control, Newspaper, Utility. An overall perfect software , especially for the librarian to perform manual and non-manual functions easily.

Similarly, Software also has features of generating reports like the **Accession register report**, total number of books in a library, bill payment report and many more. Moreover, for books circulation, it also provides the Barcode printing competence for printing barcode for a book title. However, that can be used at the time of book issue return.

Moreover, in Libman- Software Librarian keeps every book safe with its own Accession Number with Accession Series Code. So at the time of book issue return, Librarian only have to provide accession series code and accession number. However, this facility tells that this book is already allotted or not. In case if not, then, it will be added to borrower cart.

In Circulation menu, the librarian has a facility of Book issue return, Notice reminder to the borrower about fine, Reference book issue return, Fine calculation of the receiver. With the help of this option, the librarian can create library identity card for book issue return. Moreover, it can also generate Transaction reports, User fine report according to standards and much more.

The best option available in this software is the OPAC. The users can search for any book which they want to issue. All is a need to search according to a book title, subject wise, and author name etc. for better results. This module will show the results according to the search that you have made and on the availability of the book in a library.

With the help of this module, the college Librarian librarian can easily generate in a graphical format. The reports include books quantity, year wise books purchase, funds/budget etc.

Similarly, it offers journal issue return entries facilities in colleges. The reports that it provides for Journal entries include transaction date wise, journal issue return.

In the Utility module, the admin is granted a facility to create users according to their identification. The rights are provided by admin to users. You can upload E-book or even can upload news to notice boards.

Libman Software helps in generating reports like year wise purchase books, the issue return transaction report, year wise transaction and much more.

| File Description | Document |
|---|---|
| Bill for augmentation of library signed by the Principal | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Web-link to library facilities | [View Document](#) |

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**4.2.2**

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

**Response:**

Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya,Kamptee  has Acceess to institutional membership  of Rashtrasant tukadoji maharaj Nagpur university in Kimbus Platform.

It Gives access to

 Off- campus access to full text content.
- Universal search across all content.
- A single login to access all subscribed publishers.
- Institutional repository & curated open access content.

Most content providers and resources licensed by libraries are IP locked. Since the IP registered with the resource is of the campus, users are unable to access the library resources from home, while travelling or anywhere outside the campus. Knimbus "Off-Campus Access" solution is a premium feature that enables authorized users of an institution to access their subscribed resources remotely and seamlessly through the Knimbus mLibrary platform.

The features of e -library are as follows.-

**SINGLE ACCESS POINT**

The digital library to have all Subscribed & Open content, Important Links and relevant tools for students through a single login.

**EXHAUSTIVE STATISTICS**

In real time with robust and customized analytics in terms of most active users and most read content / books

**e-RESOURCE HUB**

Own training material, content and manuals can be integrated into the digital library and accessible to

students & faculty in one place.

**EASY TO USE**

The digital library to have a simplified and seamless experience for students, so that in few clicks they can access all its content.

**PERSONALIZED**

Personalized platform for each institution and personalized experience for every user.

**SUBSCRIBED CONTENT**

With Knimbus mLibrary, student login only ONCE and have a gateway to ALL the subscribed publishers - their websites and content.

- Journals, eBooks, databases, proceeding, standards etc
- Single point search on the platform

**OPEN SOURCE CONTENT**

Knimbus  E-library provides thousands of carefully curated, relevant and easily accessible pieces of content.

- 20,000+ Open Journals
- 1 Lakh+ Open eBooks.

Most Frequently E-resources library Used by  teachers and students are following  :-

- E-ShodhSindhu.
- ADR Journal House
- Arts and Science Academic Publication
- Cambridge eBook Online
- Press (OUP) eBooks
- ScienceDirect
- Scopus
- The journal House.

| File Description | Document |
|---|---|
| Landing page of the remote access webpage | [View Document](#) |

**4.2.3**

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

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

**Response:** A. Any 4 or more of the above

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

## 4.2.4

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

**Response:** 0.05

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| .049 | .050 | .087 | .044 | .027 |

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

## 4.2.5

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

**Response:** 6.97

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

Response: 276

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

Response: 110

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

Response: 167

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

Response: 86

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

Response: 79

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

**4.2.6**

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

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

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

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

## 4.3 ICT Infrastructure

**4.3.1**

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

**ICT enabled Classrooms -Audio Visual Tools**

The institution's infrastructure has been digitalized through the use of a wide range of ICT tools and well configured systems and ICT facilities. ICT capabilities have been enabled in the auditorium and classrooms, which are equipped with computers and LCD projectors to enhance the method of instruction. Interactive whiteboard with WiFi and internet access. The Internet service provider BSNL offers high-bandwidth access at different levels. CCTV cameras have been placed both inside and outside the campus to provide security camera views around-the-clock. Staff and student movements are tracked using a biometric technology.

**ICT - in Teaching Competency**

With the principal's consent, the IQAC Coordinator suggested the Google platform as a means of making teaching and learning memorable. The academic committee was then tasked with establishing the platform and providing staff with the necessary training. It is simple to use and free of maintenance costs on a variety of platforms, including PCs, smartphones, and tablets when accessed through Google Chrome.

Google Classroom assists instructors in assigning homework, clarifies the steps needed to complete the task, offers supplementary materials along with the due date and rubrics, and stores the work on a drive for students who have missed class. Students who are at ease with technology can interact more effectively in a number of ways. Moreover, the Classroom mobile app lets users annotate Google Docs, Sheets, Slides, Calendars, and Gmail. For in-person instruction or inquiries, Google Hangouts or Meet can be added. Instructors have the ability to lead virtual conversations among pupils and design group assignments in the classroom. Online surveys, student quizzes, feedback forms, and other tasks can all be completed using Google Forms.

**E-Resources in Students Utilization**

For the convenience of the students, the library offers free open source software (INFLIBNET). ICTs are being used to augment classroom instruction through "blended learning," which includes web-based courses, Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya's Self-Study Report, and other online resources. The institution's computers are used by both staff and students for both academic and extracurricular purposes, such as power point presentations, seminars, assignments, and so forth. These

ICT resources support creative and effective teaching during pandemics. Lectures by faculty members are videotaped, uploaded to YouTube, and linked within Google Classroom. The E-Lecture Notes (Docs/Pdf) are then sent via Google Classroom.

**ICT in Teaching Competency**

Many potential tools are being developed to improve the effectiveness of the teaching-learning process. The SWAYAM was an effective tool for implementing the online courses. The staff uses the ICT resources to improve their ability to teach. The majority of the software used by the institution is Windows 10, MS Office 2010, Tally 9, Photoshop, library software, and SPSS.

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

**4.3.2**

**Student – Computer ratio for last completed academic year**

**Response:** 4.9

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

**4.3.3**

**Internet bandwidth available in the institution**

**Response:** 50

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

Response: 50

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

**4.3.4**

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

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

**Response:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Link to the e-content developed by the faculty of the institution | [View Document](#) |

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 3.51

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| .23 | .09 | .19 | .29 | .19 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 4.4.2

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

**Response:**

**Physical Maintenance**

Committee members from the Shri Sadashivrao Patil Shikshan Sanstha (Management) are in charge of the physical, academic, and support facilities. The College makes sure that all facilities are maintained efficiently and on a regular basis. The physical facilities are kept up to date and monitored by the maintenance manager and principal.

**Classrooms, Laboratories (All Labs & Computer Center)**

Members of the Shri Sadashivrao Patil Shikshan Sanstha (Management) committee oversee the academic, support, and physical facilities. The College ensures that all facilities are kept up to date and effectively maintained. The principal and maintenance manager oversee and maintain the physical facilities.

**System Maintenance**

Sanstha-level hardware engineers keep computer labs in good working order. Reprography machine AMC is renewed annually to guarantee network connectivity. Regular maintenance of these facilities is carried out by staff members who have been deputed.

A full-time gardener is responsible for maintaining the campus's green space. The authorised Lab Incharges oversee the College's labs, which are effectively managed and routinely checked on by the Principal.

**Library Maintenance**

Students are expected to keep quiet in the library at all times. They are not permitted to bring food or beverages onto the library's property. Every now and then, the librarian and her helper dust the books. Then, before shelving, they keep an eye out for pests and take out any bookmarks, papers, or other items found within the pages. The damaged books are identified and sent for binding each academic year. Periodically, the stock in libraries is verified.

**Support Facilities**

For safe transportation, routine preventive maintenance and scheduling are used. There is electricity, drinking water, a medical room, and a fire safety system. The maintenance of all electrical and electronic equipment falls under the purview of the maintenance manager. Usage of electric lights, fans, projectors, etc., is guaranteed to be correct and optim.

Safety precautions: A fire extinguisher and a fire safety system are installed throughout the building, and their validity is routinely verified. Following the inspection, the fire service department issued the Annual Periodic Renewal Certificate. The emergency exit and medical room are available with nurses in

need of medical services to guarantee the safety of the students and staff. The following help lines are available on the premises: 101 for fire safety, 108 for ambulance, 100 for police, 1098 for sexual harassment, and 1091 for women's help. The estate maintenance department performs maintenance on a regular basis.

Security, CCTV, etc. With the assistance of outside organisations, air conditioning, CCTV security, and internet connectivity are maintained. Reported grievances are acknowledged and reported to Sanstha's maintenance department, whereupon prompt action is documented and examined by the principal. The Sanstha Physical Education Director oversees the sports facilities and activities, including the sports complex, ground, and equipment. Students receive their sports equipment in accordance with the event schedule. Faculty or the sports director submits a proposal for maintenance in the event that any equipment is damaged. Equipment that is damaged is discarded and replaced with new components.

| File Description | Document |
|---|---|
| Appropriate link(s) on the institutional website | [View Document]() |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

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

**Response:** B. Any 4 or 5 of the above

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

**5.1.2**

**Available student support facilities in the institution are:**

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

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |

## 5.1.3

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

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

**Response:** B. Any 5 of the above

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

## 5.1.4

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

**1. Monetary help from external sources such as banks**

**2. Outside accommodation on reasonable rent on shared or individual basis**

**3. Dean student welfare is appointed and takes care of student welfare**

**4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees**

**6. Group insurance (Health/Accident)**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Report of the Placement Cell | [View Document](#) |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | [View Document](#) |
| Data as per Data template | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 8.7

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 01 | 05 | 03 | 02 | 03 |

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

**5.2.2**

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

**Response:** 41.3

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

Response: 17

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

Response: 1

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

Response: 1

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**5.2.3**

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

**Response:** 1.86

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 02 | 01 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Copy of certificates for qualifying in the state/national examination | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:**

**Constitution of Student Council**

Two faculty members and the Counsel of Student Welfare Dean oversee the College's active student representative body. The student council are nominated by the principal based on the overall performance of the students.

**Pradnya Shodh Programme**

SKBAM is constantly attentive to making sure everything runs smoothly at every turn. The Pradnya Shodh Programme is run under the direction of the principal and staff members to highlight the hidden potential of the student teachers. At first, all of the pupils are instructed to address the audience while standing on the stage. From then, the capable, motivated, and effective students are once more chosen democratically through peer recommendation.

**Student's representations on different bodies**

Students were asked to submit nominations based on their ability and desire to manage various portfolios. Principal, and Teaching Staff and Senior students choose the student representatives. In addition to Student Council, the student representatives were chosen for IQAC, Gruh Activities, and other college-level committees. The office bearers gather together to decide on various initiatives for the college's long-term well-being.

**Remembrance of National Days and Events**

The Student Council honoured the pioneers by commemorating the birthdays of several national luminaries, including Rajiv Gandhi, Mahatma Gandhiji, Birsa Munda, Swami Vivekanand (Youth Day), Dr. Sarvapalli Radhakrishnan (Teachers' Day), Abdul Kalam, and others.

Pupils honoured national heroes, such as Dr. Babasaheb Ambedkar, religious celebrations such as Ganesh Utsav, Diwali, and Makar Sankranti, and national holidays such as Independence Day, Republic Day, Gandhi Jayanthi, and Martyr's Day.

**Proactive role of the student council in Institutional Functioning**

The SKBAM Student Welfare Committee supports all campus clubs and groups in their efforts to provide excellent service by acting as an umbrella organisation for them. They take on the responsibility of organising and arranging all of the events at the start of the school year, getting permission from the principal to ensure that it doesn't impede the process of teaching and learning. In addition to acting as a liaison between the administration and the student body, the Student Council puts forth great effort to enhance the campus's reputation and provide a more pleasurable learning environment. Money was raised for elderly homes and for national disasters. On November 26, Constitution Day, and June 5, Environment Day, oaths are taken in support of the preservation of the Indian Constitution and the environment, respectively.

**Supporting for Institution Uplifting**

The welfare of the students as well as the advancement of the institution are the goals of the SKBAM Students Council. In addition to fostering intra-personal and inter-personal skills, communication

aptitude, and organisational behaviour, they also provide opportunities for participation in a variety of events that assist in overcoming inhibitions and stage fear. It supports the students' efforts to advance society's optimistic viewpoint in all spheres.

| File Description | Document |
|---|---|
| List of students represented on different bodies of the Institution signed by the Principal | [View Document](#) |
| Documentary evidence for alumni role in institution functioning and for student welfare | [View Document](#) |

### 5.3.2

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

**Response:** 7.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 06 | 00 | 08 | 11 | 11 |

| File Description | Document |
|---|---|
| Reports of the events along with the photographs with captions and dates | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of circular / brochure indicating such kind of events | [View Document](#) |

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

It is a matter of pride that Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay College of education has a strong alumni group that strengthens the network amongst the alumni, Faculty and management and

builds an Integral relationship with students of institute.

Alumni Whatsapp group of the college is an active body which consist of many alumni as its members. It conducts formal alumni meetings every year to reunite with their friends, students, faculty members, Management.

The college conducts meeting with its alumni group on a continuous basis. These meetings provide a platform to a former student to provide suggestions with respect to functioning and infrastructure of the institute Alumni of the institute play a significant role in mentoring and career guidance. Apart from formal alumni association's meeting, the institution also engages the alumni support in many ways such as collecting suggestions Feedback on existing curriculum updates on emerging trends through various networking platforms like Facebook whatsapp etc.

The institute has formed an Alumni Association body and in process of getting it registered at charity commissioner office.

| File Description | Document |
|---|---|
| Details of office bearers and members of alumni association | [View Document](#) |

**5.4.2**

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

**1.      Motivating the freshly enrolled students**

**2.      Involvement in the in-house curriculum development**

**3.      Organization of various activities other than class room activities**

**4.      Support to curriculum delivery**

**5.      Student mentoring**

**6.      Financial contribution**

**7.      Placement advice and support**

**Response:** B. Any 4 or 5 of the above

| File Description | Document |
|---|---|
| Report of alumni participation in institutional functioning for last completed academic year | [View Document](#) |

**5.4.3**

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

**Response:** 1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01      | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | [View Document](#) |

**5.4.4**

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

**Response:**

**Alumni as Mentor**

Every year, the college organises an alumni meet. The meeting is also open to junior students. Engaging with juniors is an excellent opportunity for them to share their accomplishments, knowledge, and experience. Alumni provided insightful criticism for the institution's and the students' improvement.

**Alumni as Motivator**

Ms. Julesha Wankhede, a college alumna who works as an artist and is connected to several schools, comes to the institution to deliver inspirational speeches. She also instructs the pupils on the value of art and craft in the classroom.

**Alumni as Academic Supporter**

The purpose of the meeting was to maintain professional networking, promote information sharing, and improve the students' career opportunities. As the vice principal of Swami Awadeshanand Public School, Kamptee, Mr. Avinash Dhote assisted the students in becoming ready for the working world.

**Alumni as Entrepreneur**

Mr Swapnil Belekar, is working as proprietor of Belekar Science Academy, Ranala, briefed the opportunities and challenges as an entrepreneur.

**Alumni as Employer**

Some of our alumni recommend our students for employment opportunities in their schools as well as other schools.

**Alumni as a Tutor**

Alumni Julesha Wankhede has conducted a workshop on Arts and Craft and demonstrated the Making of origami, Artificial flower making, Glass painting and Embroidery.

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**Vision:**

To become a centre of Teacher Education by promoting high academic and Research pursuits and competencies of student for growth and development of region.

**Mission:**

1. To impart quality education for all parts of society.

2. To become centre of excellence of academic activity to bring harmony and peace to the humanity.

SKBAM aspires to unveil the inherent latent potentialities of the trainee teachers by providing them with an inspirational and stimulating environment to establish them as the upright nation builder of tomorrow.

The regulatory bodies of this college are the Governing Body (GB), The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, (RTMNU), The National Council for Teachers' Education (NCTE, Bhopal) and the University Grants Commission (UGC, New Delhi). Among these regulatory bodies, the college GB plays an effective leadership role for the proper management of the college in tune with the existing vision and mission of the institution.

The leadership role is played by the secretary of the GB (who is the Principal) acting as a visionary figure and keen academic guide for the faculty members, trainee teachers and non-teaching staff. Vision and Mission of this college is reflected through the following programme and activities.

Principal holds periodic meeting with teaching and non-teaching staff. Various committees are formed in the beginning. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed and classes are engaged according to the time table.

Unity and discipline are inculcated through extra-curricular activities such as sports activities, social initiatives and cultural programmes. A compulsory audit course is introduced by RTMNU for developing environmental awareness and sensitivity.

The college motivates the faculty members to attend national and international seminars, conferences, courses and workshops for professional enrichment. Lectures and various welfare activities are organized by the college regularly. Community services and development of trainee teachers are done as prescribed

in the curriculum of the third semester.

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

## 6.1.2

**Institution practices decentralization and participative management**

**Response:**

Decentralisation is seriously thought about and has a significant impact on policy, planning and management. It is a means of improving the efficiency of the education system and educational services. SKBAM motivates a culture of decentralisation and participative management involving all the staff members in a number of administrative roles.

The GB is the highest policy making body in the governance of the college. The GB of the college comprises representatives as laid in the Govt. of Maharashtra state from the teachers, non-teaching staff, university representatives, state government representatives, state higher education council representatives along with the Principal of the college. This body takes decisions on the recommendations placed to it from all the assigned committees of the college.

Before the commencement of each academic year various committees are formed, in the GB under the guidance of the Principal. These committees include representatives from teaching staff, non-teaching staff and trainee teachers. Every committee has the freedom to prepare their own plan of action and decide their implementation strategies.

These committees are responsible for activities like admission, time table preparation, welfare of students, and organization of extra-curricular activities etc. The suggestions of the committees are discussed and placed in the GB for its approval.

The following committees are there in our college:

1. Academic committee
2. IQAC Committee
3. State Govt. Committee
4. Admission committee
5. Library committee
6. Laboratory committee
7. Examination committee
8. Anti-Ragging Cell

9. Sexual Harassment (Student) committee
10. Grievance committee
11. Women's Cell
12. Student welfare Cell
13. Placement Cell
14. Internal Complaint Committee
15. Code of conduct committee
16. Guidance and Counselling Cell
17. Games and Sports committee
18. Social and cultural committee
19. Gardening & Beautification committee
20. Tour and Excursion committee
21. Magazine committee
22. Boys' Common Room committee
23. Girls' Common Room committee

So the decentralized governance and participation management model is evident in every sphere of the institution and in each function, each committee decides and implement the student centric programmes and activities of the college.

| File Description | Document |
| --- | --- |
| Relevant documents to indicate decentralization and participative management | [View Document](#) |

**6.1.3**

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

**Response:**

The institutional mechanism for monitoring the effective and efficient use of financial resources is through the establishment and proper functioning of the finance committee. It comprises of the teaching and non-teaching staff, Management nominee representatives along with the Principal. The finance committee discusses all important matters relating to finance and finalizes the proposals which are presented to the GB for approval.

We maintain day-to-day cash books as well as relevant vouchers authenticated by the principal. Actual day to day transactions are tracked by the principal of the college for approval and transactions. Salary of the staff is disbursed directly through NEFT by the college. Students may deposit their fees by both online and offline processes. The college maintains yearly audit reports. This financial year, i.e. FY2022-23, AY 2023-24, is audited by the Charter Accountant M/s Bhattad & Company, Anaz Bazar, Itwari, Nagpur.

All furniture, equipment and other articles are purchased through the decision of the principal. Financial operations are made through cheque system, with signature of the principal and signature of either the president/ secretary of the sanstha.

**Academic**

The Principal always discusses issues related to teaching learning and students' welfare with the Academic Committee before taking any decision. These decisions are based on the unanimous suggestions of the Academic Committee, IQAC, GB and the like.

In the Academic Committee meeting, we discuss regarding subject distribution among faculties, teaching learning methods, evaluation process, curricular and co-curricular planning. So, curriculum development, teaching learning implementation, examination and evaluation, research and development indicates there is an academic transparency in the college. Every year the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. The dynamic structure of the committee ensures decentralisation of power as well as equipping the members with leadership attributes.

**Administrative**

The president of the GB, being the executive head of the administration of the college, is not directly involved in assigning the responsibilities to the staff members. The job is performed by the Principal, who is also the secretary of the GB. The principal duly ensures communication of major decisions of the Teachers' Council to GB. All of this reflects our commitment to fairness and equity:

- Discussing the plan and policies in the regular staff meeting and different sub-committee meetings. Identifying and allotting a suitable volunteer for a given portfolio.
- Orienting the volunteer for their specific portfolio.
- Plans and policies are discussed in the respective sub-committees.
- Presentation of the suggestions of the respective sub-committee is placed to the GB for final approval.
- Periodical monitoring and review by the Principal with staff.

In many of the different committees non-teaching staff and trainee teachers (students) are also represented who provide us with valuable suggestions and advices for framing policies and taking decisions regarding the administration of the college.

## 6.2 Strategy Development and Deployment

**6.2.1**

**The institutional Strategic plan is effectively deployed**

**Response:**

Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay is founded on a distinctive ethos that places our trainee

teachers at the centre. We provide an environment of academic excellence, discovery and development for the next generation of professionals and world leaders. The exceptional quality of our trainee teachers' experience has always been a hallmark of our college.

The objectives in perspective of Teaching Learning Development are as follows:

- To develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- To bring professionalism in teacher education by improving upon teaching practices in the surrounding area.
- To inspire for life-long learning and for reaching the unreached.
- To enable the students to live in harmony in the profession and community.
- To develop skills among the trainees in order to integrate with existing education system with ease.
- To develop reflective practitioners of teaching learning process.

The road map for next five years (2022-2026) provide us a map to guide our collective action for the coming five-year and signalled our priorities for new development. Importantly, this plan built our existing strengths without diminishing our commitment to the mission that had underpinned our success.

Action Initiated for Teaching Learning Development (2022-2026) are as follows:

- The College follows the Academic calendar prescribed by the affiliating university, Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), Nagpur. The college follows this academic calendar for implementing curricular and co-curricular activities.
- The syllabus is provided at the beginning of each semester. It is made available on college website.
- The college organizes induction programme "Aaditah" for the freshly inducted B.Ed. trainees.
- Learner centric approach is maintained in the classroom.
- Teachers motivate the trainee for factual learning, associate learning and conceptual learning. Trainee teachers are asked to deliver seminar through PPT presentation.
- Smart classroom is introduced. E-learning facilities are also introduced.
- Tutoring, Counselling, remedial classes, group discussions are provided especially emphasized for especially needy students.
- Supervision during internship programmes of trainee teachers is executed properly. Continuous assessment and evaluation is done to measure outcomes.
- Different educational excursions, assignments field works, seminar, visit to other places. Co-curricular activities are arranged for enhancement of learning skills of the trainee teachers.
- Regular feedback is obtained from trainee teachers for improving teaching learning method. Teachers are deeply concerned and interested in students' progress.
- Teachers also participate in different Faculty Development Program, Workshops, State, National Seminars for enhancement of teaching capability.
- The access for e-resources is also increased.

The strategies formulated are approved by the management and advocated to the members of the institution for implementation.

**Future Plan**

- To strengthen the existing system and procedure for continuous progress assessment.
- To respond on scientific discovery in the areas of learning, instruction, human development and engagement.

**6.2.2**

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

**Response:**

The organizational structure of Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay is a good example of democratic governance and accountable leadership.   The Governing Body of the college is constituted. The Governing Body constituted includes the following members:

1. The President, of the Shri Sadashivrao Patil Education Sanstha

2. The Principal who acts as the ex-officio secretary of the G.B.

3. The permanent regular teachers.

4. The non-teaching employee.

5. Other member of the society

The G.B. of the college is the highest authority and it functions within the rules and regulations of the Dept. of Higher Education, Govt. of Maharashtra, UGC, and NCTE.

The principal, secretary of the GB functions as the chief administrator who supervises and coordinates academic and administrative activities.

The Principal is at the apex of the institution and under him are the convenors of different subcommittees. Besides the members of the GB, other teachers and non-teaching staff are also included in these committees.

These committees are empowered to improvise plans, policies and decide upon ways of implementation to achieve the objectives of the college. These committees often discuss issues regarding curriculum, curricular, and extra-curricular activities.   All the committees organise meetings on regular intervals to assure quality enhancement of the college. The suggestions and recommendations from the concerned committees are discussed and evaluated, and are later placed before the Governing Body for its approval.

| File Description | Document |
|---|---|
| Link to Organogram of the Institution website | [View Document](#) |

**6.2.3**

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

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

**Response:** A. Any 6 or more of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module | [View Document](#) |
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**6.2.4**

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

**Response:**

The college has an effective committee of different cells/committees that functions in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The Principal acts as a chairperson of these committees. The members of these committees are GB members, teaching staff non-teaching staff and student representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay trusts the contribution of the employee towards the overall development and progress of the college. The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their work culture and efficiency. The college contributes for Employer's Provident Fund and same is credited to the respective EPF accounts of the employee's regularly. Festival advance, loan and advance for newly appointed staff is also provided.

Institute is very kind for providing an emergency medical help to the employees with the power of principal only. The college provides financial assistance for paper publication, attending conference/ workshop along with on duty leave. The female teachers get maternity leave as per the Govt. rules. The teaching and non-teaching staff avail promotional benefit. Purified drinking water facility, swimming pool, canteen and recreation room are also provided the college. The college has recently formed an internal complaint cell to prevent any type of harassment to any of the employees in the college. These are few of the themes which are initiated as part of our welfare measures.

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

**6.3.2**

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

**Response:** 20

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1 | 0 | 1 | 3 | 0 |

| File Description | Document |
| --- | --- |
| Institutional Policy document on providing financial support to teachers | [View Document](#) |
| Income Expenditure statement highlighting the financial support to teachers | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificate of participation for the claim | [View Document](#) |

**6.3.3**

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

**Response:** 3

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

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

| File Description | Document |
| --- | --- |
| Data as per Data Template | [View Document](#) |
| Brochures / Reports along with Photographs with date and caption | [View Document](#) |

**6.3.4**

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

**Response:** 12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 0 | 0 | 0 |

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

## 6.3.5

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

**Response:**

Self-appraisal sheets are maintained by the teachers. The college authorities maintain a service book for every teaching faculty which is regularly maintained and updated. The Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay has devised the self-assessment cum performance appraisal forms for teachers to encourage enhanced teaching-learning and research activities among the teachers. The teachers are evaluated/promoted following a transparent process on the basis of API Score(s). The career advancement scheme of teachers is done following this system.

This evaluation system is scrutinized by IQAC and then a screening committee constituted by the management evaluates the performance of respective teachers. The report given by the Screening Committee is forwarded to GB for further approval.

The performance appraisal system of the non-teaching staff is equally important for the efficient running of an institution. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non-teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his/her promotion. If the members of the Governing Body are satisfied, then the promotional benefit is passed on to the respective employees.

| File Description | Document |
|------------------|----------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | [View Document](#) |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution conducts internal or/and external financial audit regularly**

**Response:**

For effective and efficient management of financial resources, the Finance Subcommittee, the Accountant, the Cashier, the Head Clerk and the Principal carry out their duties according to the policy framed by the authority. The Accounts Department handles all the work related to accounting and Bank.

Every year the Budget provisions are formally identified and approved by the GB. The expenditure incurred in the most economical and transparent manner is in conformity with the procedure prescribed by the Govt. of Maharashtra. The income and expenditure of the institution are subjected to regular audit.

The Principal, the Secretary of the Governing Body, and chairman is the authorised signing authority for all cheques. The expenditure is done through cheque system signed either by the President of the Governing Body and the Principal.

Every quarter internal audit is done by the Principal, Head-clerk, Accountant, and Cashier. They keep a track to check the income received from the students. Cashbook is maintained with the help of bank statements and vouchers. Ledger posting is maintained by the institution and an expenditure statement is submitted to the Chartered Accountant.

External audit done by the Chartered Accountant is an act of maintaining financial transparency in the institution. An external auditor is appointed every year by the management. The Chartered Accountant along with his team visits and prepares the audit report. The report is submitted to the Management and Govt. of Maharashtra for its kind perusal and necessary action.

So the college accounts are regularly audited by both internal and external statutory bodies. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to avoid recurrence of such errors in future.

| File Description | Document |
|---|---|
| Report of Auditors of last five years signed by the Principal | [View Document](#) |

### 6.4.2

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

**Response:** 0.87

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | .03 | 0.06 | 4.27 |

| File Description | Document |
|------------------|----------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

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**6.4.3**

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

**Response:**

**Mobilisation of Fund**

For the improvement of the academic process and infrastructure development the institution makes an effort for resource mobilization.

The institution generates its fund from various sources including fees and fines. interest from fixed deposit etc.

**Optimal utilization of Fund**

Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, up-gradation of facilities in laboratories, strengthening of information and knowledge delivery system and submits this information to the affiliating university, and Govt. of Maharashtra.

The purchases amounting to higher funds are made through three quotations in a transparent manner. The income and expenditure are internally and externally audited. The Annual Audit Report, Utilization Certificate(if any) is also submitted to the concerned authorities for their ready reference as well as perusal and necessary action.

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

**Optimal utilization of Fund**

Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, up-gradation of facilities in laboratories, strengthening of information and knowledge delivery system and submits this information to the affiliating university, and Govt. of Maharashtra.

The purchases amounting to higher funds are made through three quotations in a transparent manner. The income and expenditure are internally and externally audited. The Annual Audit Report, Utilization Certificate is also submitted to the concerned authorities for their ready reference as well as perusal and necessary action.

| File Description | Document |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | *Link to Document on website* |
| Any additional information | *Link to Document on website* |

## 6.5 Internal Quality Assurance System

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process. The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises

Student Induction Programme and Lecture Series for learner quality up-gradation. Staff Induction Programme is also carried out for up-gradation of administrative facilities. The IQAC has recently initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

## 6.5.2

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

**Response:**

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled Wi-Fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such Curriculum, laboratory, Psychology Laboratory, ICT laboratory, Home Science Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Yoga Centre. Library Management Software (LMS), **MasterSoft Libman** is installed. INFLIBNET, N-LIST Journals are subscribed. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure. We have prepared a list of books for the trainee teachers apart from their academic texts and often conduct Book Reading and Discussion sessions with them. This Book Reading and Discussion session helps in developing interest in understanding the human psyche and developing life skills among the trainee teachers.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses.

The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected through Google Forms. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of IQAC

## 6.5.3

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

**Response:** 1

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

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

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

**6.5.4**

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

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

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

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

**4. Collaborative quality initiatives with other institution(s)**

**5. Participation in NIRF**

**Response:** B. Any 3 of the above

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Consolidated report of Academic Administrative Audit (AAA) | [View Document](#) |
| Link to the minutes of the meeting of IQAC | [View Document](#) |

**6.5.5**

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

**Response:**

Smt. Kishoritai Bhoyar Adhyapak Mahavidyalay always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

1.  Formulation of vision and mission of the college

2. College website creation and maintenance

3. Online admission

4.  Internet Connection

5.  Wi-Fi Facilities

6.  ICT Lab

7.  Integrated Library Management Software

8.  INFLIBNET N-LIST Journal Subscription

9, Psychology Lab and other lab renovation

10. Meetings of IQAC regularly

11. Seminar organized

12. Students support Cells-Women Grievance Redressal, Student welfare, Anti-Ragging, ICC etc.

13. Prospectus

14. Feedback collection to improve teaching Learning Process

15. Opinion of Alumni- Valuable suggestion taking

16. Submission of data to AISHE portal

17.  Fire Safety System and Fire Extinguisher

19.  Establishment of eco-friendly campus/Eco clubs.

24. The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

**Response:**

**Energy Conservation**

With the increase in the institute's energy demands, Smt. Kishoritai Bhoyar Adyapak Mahavidyalaya, Kamptee's energy policy tracks manages, and conserves the campus's energy requirements. It is the institute's duty to educate the staff and students about energy-saving practices. In order to save 80% of the energy consumption, conventional fluorescent tube lights were replaced gradually by light-emitting diode bulbs (LED), and Halogen incandescent bulbs. Lights and appliances (Computers, monitors, and photocopy devices) were switched off or turned to sleep mode (save 40% energy consumption) whenever not in use. Replacement of low power consumption and highly efficient devices was carried out. To conserve electricity energy star certified air conditioners and refrigerators are installed. Increasing the green cover on the campus enabled a reduction in the consumption of electricity.

**Alternative Energy Source**

The Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya's Alternative Energy Sources are intended for the efficient deployment and use of renewable energy sources in a way that minimizes their environmental impact. The student body has the opportunity to take part in environmental conservation initiatives. To reduce the use of electricity, solar photovoltaic panels are installed as an alternative source of energy. The solar water heater is used in the college hostel. Progressively, solar street lamps are being installed instead of LEDs. Solar water heater is used in hostel. To maintain the cool ambiance in the campus, trees are planted all around the building.

**Sensor-Based Energy Conservation**

It uses sensors in overhead water tanks and water level control sensors to automatically conserve energy. Electric motor-driven water pumps are employed across the campus to raise groundwater to above tanks. An automatic water level controller for overhead tanks turns on or off the pump motor in accordance with the minimum and maximum water levels. This conserves water in addition to energy.

**Green Audit**

An organization's environmental diversity is identified, measured, recorded, reported on, and analyzed systematically through the process of "green auditing." Examining environmental behavior that might have an intentional impact on the environment, both inside and outside the topic area, is the aim of green auditing. Although the college hasn't undertaken a green energy audit, the campus is kept green, and inside plant pots are kept alive.

**Create Awareness of Eco-Friendly Practices**

The long-term objectives for environmental sustainability were the College's main priority. The institution's initial step in achieving this was raising awareness of and teaching staff members and students about environmentally friendly practices. Through seminars and volunteer work, students are taught about the dangers of pollution and health, the effects of environmental deterioration, and energy conservation. Large windows are built into the classrooms for natural ventilation, and earthen pot water is used in place of chilled water.

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

**7.1.2**

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

**Response:**

**Preventing and Curtailing the Waste Stack**

The campus and building is frequently cleaned, and debris is separated to prevent waste mounds. Through sign boards and slogans, the kids are sufficiently made aware of the need to prevent waste. E-communication is used to provide announcements, timetables, academic schedules, course materials, posters, etc. via digital channels including email, mobile messenger apps, and social media platforms in an effort to promote paperless communication and decrease paper waste. To reduce paper waste, the back of used printed papers is reused. All of the electronic resources are effectively employed and kept up to date. Additionally, if problems arise, they are resolved right away.

**Reusing Waste**

**Flipping single-sided used sheets:** Single-sided used sheets that are not being utilized for documentation are being used again for drafting and other official tasks. Additionally, whenever possible, both sides of the paper are used for documentation. Encourage students to use trash cans that can also be used for educational projects for their internship. to advise faculty and students to donate used clothing to friends or a worthy cause.

**Recycling Waste**

The tree litter and food waste is collected from the canteen used for Vermicomposting.

**Revitalizing Waste Materials**

The student teachers are encouraged and trained to use papers and e-waste materials that are thrown as garbage to create innovative teaching aids and decorative items via SUPW.

Refurbishment of electronic gadgets and restoration of old materials by painting and repairing is done from time to time.

**Systematic Disposal (Landfill / Incineration)**

The campus is cleaned routinely and the bio-degradable and non-bio-degradable waste materials are segregated using separate colored waste bins. For this purpose, separate colored waste bins are placed everywhere possible and necessary. The napkins are segregated in separate bins and are burnt completely using a napkin dispenser. Besides, non-biodegradable waste materials like glass, metals, and e-waste are disposed of/ recycled periodically through external agents. A strategic alliance is signed with an authorized e-waste recycler namely **"Suritech"** which is a non-profit organization. For the disposal/recycling of paper waste, MoU is signed with "XXXXX"

The faculty and the staff of the college are encouraged to carry their own water bottles instead of using single use plastic water bottles. We discourage students from using plastic materials in the campus rather we emphasize on using alternative material like paper and jute bags. This small behavioural change in the student and staff of our college ultimately leads to a clean and green environment inside the college campus. the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use so as to save energy.

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

**7.1.3**

**Institution waste management practices include**

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |

**7.1.4**

**Institution has water management and conservation initiatives in the form of**

**1. Rain water harvesting**

**2. Waste water recycling**

**3. Reservoirs/tanks/ bore wells**

**4. Economical usage/ reduced wastage**

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

| File Description | Document |
| --- | --- |
| Geotagged photographs | [View Document](#) |

**7.1.5**

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

**Response:**

Numerous events are planned with a primary focus on cleanliness and sanitation with the intention of reinforcing and ensuring the government of India's "Swachh Bharat Abhiyan" aim. Waste disposal bins are stored in every classroom, lab, work station, hallway, lavatory, sick room, open area, canteen, etc. to maintain a clean, healthy and hygienic atmosphere. Additionally, distinct waste collection bins for biodegradable and non-biodegradable garbage are stored wherever necessary inside the college grounds. For everyone's health, housekeeping staff members frequently clean the public restrooms and communal areas.

With the help of students, faculty, and non-teaching personnel, as well as under the direction of management, waste management and recycling practices are effectively carried out on campus. The RO system ensures that the water is safe to drink, and the above water tank is regularly cleaned to maintain the water quality.

The college makes use of the sanitary napkin dispenser to concentrate on improving the cleanliness and hygiene of female students. The college recently requested an incinerator from **Joint Commission International (JCI)** for the disposal of napkins. The SOP's requirements are duly followed. The college serves as a role model for personal hygiene, motivating and inspiring the students, staff, and community.

**Enhancing the Green Cover**

To make the campus a carbon-free zone various measures are taken as mentioned below:

All over the campus medicinal and shadow creating trees are developed for green cover. So far, the

students and teachers have planted 300+ trees on and around the campus. Additionally, root zone treatment is adapted to minimize the loss of water due to evaporation.

Rainwater harvesting to increase the groundwater table; and installation of solar panels. Use of natural light and ventilation by constructing big size windows and spacious corridors. Shifting to LED bulbs and solar street lights was the measure to conserve electricity.

**Pollution-Free Environment**

The campus only allows automobiles that have received certification from the pollution control board. (PUC Certificate). Within the campus, walking is encouraged for both employees and students. Only reusable water bottles and beverage or paper cups are allowed on college campus, and single-use plastic goods are prohibited. An annual energy audit is conducted. Paperless communication had steadily replaced manual documentation at the college.

| File Description | Document |
|---|---|
| Documents and/or photographs in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |

**7.1.6**

**Institution is committed to encourage green practices that include:**

**1. Encouraging use of bicycles / E-vehicles**

**2. Create pedestrian friendly roads in the campus**

**3. Develop plastic-free campus**

**4. Move towards paperless office**

**5. Green landscaping with trees and plants**

**Response:** D. Any 1 or 2 of the above

| File Description | Document |
|---|---|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | [View Document](#) |

**7.1.7**

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

**Response:** 0.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| .07     | 00      | .07     | .07     | .07     |

| File Description | Document |
|------------------|----------|
| Income Expenditure statement on green initiatives, energy and waste management | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**7.1.8**

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

**Response:**

**Levaraging the Locality**

The NSS students involve in the cleaning activities in the nearby temples and villages and also in road repair work. To encourage the weavers and to elevate the standards to small-scale weaving industries, the students and staff members wear Khadi saree and shirts once a week

**Community Service**

The students of SKBAM, are actively participating in the following activities like road repairing, dengue awareness, and voters' awareness rallies. To prevent the spread of Dengue, the students and the public were provided medicine and albendazole tablets for Deworming. The students were taken to school for Mentally Challenged, Nagpur to observe and understand the children with Special Educational Needs. The college through its'. A free camp on Covid-19 Vaccination was organized and distributed free masks and awareness pamphlets.

The students were encouraged to drink Turmeric milk, offered by the college as an immunity booster. To empower the concept of gender equity several programs (celebration of International Women's Day, International Girl Child Day, Neonatal Nursing Care, Transgender Rehabilitation Program, 3E's of

Transgender, etc) are conducted each year. The students and staff members volunteer themselves in donations for cancer patients and Blood donation camps.

**Locational Knowledge**

To lay a firm foundation for the students to explore localities for understanding the geographical nature of the local region, measures had been taken as follows:

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**7.1.9**

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

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

**Response:** A. All of the above

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice – 1**

**Name of Best Practice**: **"Aamhi"** A transformation from ME to WE.

There is only a difference of one letter in ME and We but it brings about a Paradigm shift in the meaning as well as in the attitude of person.

When a student enters a college, s/he is immersed in his/her world, sometimes clueless about the ride s/he is set out for.

This is when, our carefully designed curriculum for developing the personalities of our budding teachers sets in.

It catalyses the pace at which they unfold their hidden spark. Their transformations take many forms. They discover how valuable every day is and how valuable each person is.

Students build meaningful relationship with their peers as well as with their teachers through plethora of activities. We single out the transition from "Me" to "We" because that transformation stems from experiences that enable students to step out of hero's journey and embark on the leader's journey.

**Best Practice – 2**

**Name of Best Practice**: **Antarangiche Rang** (Color House- GRUH)

Colours are vibrations of lights. They are involved in every aspect of our lives. They can sway thinking, change actions and cause reactions. It aids in the development of possibilities for children to learn social interaction since students collaborate, share with each other.

From this year, college conducts an activity named **Antarangiche Rang** which denotes exploring the different sides of Students' personalities

We divide students in four houses (???-Gruh). The gruhas are named as Harit Gruh(Green House), Neel-Gruh (Blue House), Shwet-Gruh (White house) and Peet-Gruh(Yellow house). Each house is assigned to manage any one annual activities in the college.

On the occasion of Teachers'day, 5th September, the nature is full of green, Harit-Gruh (Green House) manages the program. Green colour is the colour of life, renewal, nature. Students expresses their thoughts on Guru-Shishya Parampara that has flourished since vedic age. Various games are arranged. Students are bound to use the colour in everything they are planning.

On the birth anniversary of Mahatma Gandhi, 2 nd October, Shwet Gruh (White house) organizes various activities like skit, speech, share some incidences in life of Mahatma Gandhi. White colour theme will be followed.

Mahaparinirvana Din, the death anniversary of Dr. Babasaheb Ambedkar, on 6 th December, Neel-Gruh (Blue House), performs the duties for the celebration of the event. Blue colour is cool and calming colour shown creativity and intelligence .All the activities will revolve around blue colour theme.

January 12, is celebrated as Youth Day, in memory of birth anniversary of Swami Vivekanand. On this occasion Peet Gruh (Yellow house) took the lead in planning and conducting activities on Youth day. Yellow colour is the color of optimism, glory and happiness. All the activities including cloths food items, décor will be of yellow colour.

It's a unique move which assures the participation of students and sustain their interest.

| File Description | Document |
|---|---|
| Photos related to two best practices of the Institution | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Scholastic Activities**

For the first-year B. Ed students, entry-level knowledge is assessement and Personality Development course is conducted, Free coaching is provided for compititive examinations, and general awareness. The institute conducts a Model examination prior to university examination to keep the students updated and to guide them on the nature of questions and expected answers.

**Non-Scholastic Activities**

Talent Hunt is done to spotlight the hidden talent of the students and guide them in enhancing such potential. In order to promote a balanced development of Physical, Mental, and Spiritual dimensions of the prospective teachers, yoga training is given every year. The college conducts a workshop on yoga iand meditation in collaboration with Ms. Seema Harde, Soft Skills Training Program on Drawing, Communication, Problem-solving, Social and Emotional Intelligence, Cultural Competence, etc is given. Workshops related to Arts and Crafts were conducted where students learn Origami, Artificial flower making, Glass painting and Embroidery.

**Support System**

Mentor-Mentee System is in practice from 2017-2018. This enables the teacher educators to identify and

resolve the academic and personal issues of students. The student teachers are given orientation and coaching for competitive exams namely CTET, TET, NET, SET, M.Ed. PET, PhD.

The Students Council conducted various activities to address students' voices, promote their views and enrich their abilities. It paved the way for the students to obtain leadership skills and belongingness, and realize their roles in the community.

For second-year B.Ed. students, a placement drive is conducted yearly. The placement cell gives training on communication, bio-data preparation, and techniques for facing the interview. Students are also given guidance on off-campus interviews. The success is evident in the placement   percentage. It is our pride that our students are placed in reputed schools in and around Nagpur.

The College focuses on teaching gender equity concepts to the students. Women-oriented programs like International Women's day and Savitri Bai Phule's Birth anniversary celebration are organized to motivate and empower female students.

**Green Initiatives**

Various initiatives are taken to elevate greenery and conserve energy resources. Promoting plantation, prohibiting plastics, thermocol, and polyethylene bags, promoting use of public transport system to save foscil fuel and avoid contributing for carbon footprint. Tree plantation and Greenery maintainnace with medicinnal plants.

It is an institution of excellence for building society through enlightenment and empowerment of teachers who are cognitively enriched, affectively balanced, spiritually inspired, socio-culturally committed and research minded professionals. Students are inspired to develop themselves into talented human resources in the form of teachers through our academic programme. Through our plethora of activities that are meticulously designed to shape the teachers of national character. They are equipped to solve the local social issues pertaining to societal welfare. We instil constitutional and democratic values among our students. We try to mould them to face the challenges of modern times and we hope to contribute our bit in the nation building through our services.

| File Description | Document |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

The Kishoritai Bhoyar Adhyapak Mahavidyalaya is a premium Teached Education institute under the umbrella of Shri Sadashivrao Patil Shikshan Sanstha, Kamptee. It is situated in Yadavrao Bhoyar Educational Campus, Kamptee along with other premium institute of the sanstha like Pharmacy college, Polytechnic, CBSE School etc. Management has given permission to share the common resources like Auditorium, Swimming pool, Hostel, Canteen and transport facilities.

## Concluding Remarks :

In conclusion, the institution is committed to achieving excellence in teacher education and necessary infrastructure to its students, faculty, and staff. The focus on continuous improvement and quality assurance is evident in the various measures that the institution has implemented to support the development of its staff and programs. Institute emphases on holistic development of the student to make them a excellent teacher to serve the nation.