SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAMALA EDUCATION SOCIETY'S, PRATIBHA COLLEGE OF EDUCATION

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institute moto ‘Knowledge is Power’ signifies that the true power, a man can withhold is the knowledge that he has obtained. The ability to acquire knowledge, preserve and pass it on to the future generation makes individual powerful.

Kamala Education Society's Pratibha Group of Institute (PGI) is located at the central place of PCMC area. More than 6000 students, from KG to PG are getting education in the campus. Kamala Education Society was established in 1992 with the sole purpose of catering education to all the strata of society. Till 1999, the trust was not progressing fast as some trustees left and some passed away.

In the year 2000, Dr. Deepak Shah took the responsibility and has accelerated the progress of the trust. He reached the masses by implementing various educational programs and projects and provided them with the best education. For further expansion, Dr. Deepak Shah pursued the government officials and got a place in the center of MIDC (PCMC area) in 2006.

Pratibha International School was the first venture which was established in 2006. This small sapling has taken a shape now with name and fame all around. PGI is established as a strong tree with many branches like Pratibha College of Education, Pratibha College of Commerce and Computer Studies, Pratibha Institute of Management, Pratibha Junior College etc. Thousands of students are benefited under the single umbrella of Pratibha Group of Institutes. This was not an easy task to make it a great success.

To put this venture on the right path Dr. Deepak Shah got great support and guidance from ex Member of Parliament Shri Krishnaraoji Bhegde. He is one of the trustees in Kamala Education Society. With him there are few dedicated and dynamic trustees like Mrs. Pratibha Shah (social worker), Dr. Bhupali Shah (entrepreneur), Mr Sanjay Shah (entrepreneur and social worker), Mr. Kamlesh Shah (entrepreneur) and Mrs Ashisha Bhayani (entrepreneur).

Pratibha College of Education (PCOE), is a premier college of Teacher Education at Pimpri –Chinchwad. It is co-aided and self-financed, private college affiliated to Savitribai Phule Pune University.

Vision

To become a leading institution in the field of education with innovative approaches in imparting knowledge and facilitating the learning process with modern techniques and contemporary skill sets.

To act upon institute vision, we have set following objectives.

Objectives: -

1. To be the center of excellence in the region.
2. To prepare student teachers to practice quality in all their endeavors
3. To provide opportunities for empowering experiences of student teachers through various scholastic and

co-scholastic activities.
4. To inculcate individual, social, emotional, and intellectual competencies.
5. To equip them with a contemporary set of skills and attitude in dealing with academic, social and personal problems.
6. To nurture thrust for knowledge, quest for excellence and skill in latest innovation and technologies in education
7. To sensitize student teachers towards environmental, local, and global issues and to be an agent of social change.
8. To inspire student teachers to be lifelong learners and develop critical and rational thinking.
9. To direct student teachers to fulfill their role as a nation builder.

Mission

To provide quality education to student teachers who will contribute to inculcate ethical and humanitarian values with a test for academics among the young minds there by creating committed nation building citizens.

To road on this mission path, we have decided to practice following values.

Values:-

1. Humaneness in all dealings
2. Democracy, patriotism leading to ‘Vasudhaiva Kutumbakam’
3. Sensitivity towards environment
4. Logical and rational thinking
5. Promotion of use of technology
6. Quest for excellence
7. Inculcation of Indian value system and global competencies

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Staff of PCOE is well qualified, experienced and updated.
2. 90% staff is working with PCOE from more than 5 years.
3. Well-equipped library.
4. Use of traditional, interactive and ICT based blended educational practices.
5. Organization of scholastic and co-scholastic activities which results in holistic professional development.
6. Well- functioning Mentoring system
7. Up to date knowledge, skills and innovative methods of teaching are emphasized in curriculum planning and implementation.

8. PCOE is capable of providing pre-service and in service teacher trainings.
9. 80% of students are working in the same profession and their contribution is remarkable.
10. Students going to higher studies are enhancing skills and pursuing excellence.
11. Every year about 10% students qualify competitive exams like CET, TET, TAIT, SET, NET, PET etc.
12. Alumni contributes for students development practices.
13. Transparent examination and evaluation system.
14. Promotion and publication through mouth publicity and social media, projects PCOE as the best institution in PCMC area.
15. Functional campus placement services
16. Extension and outreach activities in collaboration with NGOs
17. Neat, clean and safe campus

Institutional Weakness

1. Limited playground facility.
2. Negligible contribution in minor and major research projects.
3. Minimum utilization of smart classes as per course requirement.
4. Hostel facility is not available in the campus.
5. Negligible number of staff involved in curriculum development of BOS.

Institutional Opportunity

1. Scope for major and minor research projects after NAAC.
2. Scope for maximum utilization of smart classrooms
3. Designing of MOOCs by faculty members.
4. To get included under section 2F & 12B OF UGC Act 1956
5. To become leading institute of college cluster.

Institutional Challenge

1. To get funding for minor and major research projects.
2. To bring in emerging technologies.
3. To execute collaboration with foreign universities and institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum at SPPU University is constantly under surveillance, with suggestions and comments invited annually. The institution conducts orientation meetings and reviews the curriculum with the help of the Curriculum Development Committee. Local activities, such as Palkhi, Diwali Celebration, Navaratri Utsav, and Ganesh Utsav, promote values, spiritual development, and environmental practices for students and society. Students are oriented towards the objectives and activities of teacher education programs. The institution ensures that students acquire knowledge and skills for different levels of school education through innovative techniques and hands-on experiences like internships, field engagement, and field trips. The institution also provides opportunities for students to apply theoretical aspects in real-life situations through field experience. Skill development is done through exposing students to theoretical and practical aspects of teaching skills through micro and macro teaching practice. Students are given opportunities to acquire skills related to different aspects of personality to navigate the environment. The curriculum provides awareness of the development of the school system in India, including school plant, site, building, infrastructure, records, registers, and maintenance. Teacher education programs familiarize students with the diversities in the school system through theoretical and practical knowledge through curriculum, school internships, and field engagement. Students are provided with a platform to practice micro teaching skills, mastering them according to their pedagogy curriculum. After acquiring these skills, they are sent to schools for internship programs, aiming for maximum professional understanding. Teaching practice is a skill improvement and skill development process with hands-on experience and teaching as a profession.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE, Savitribai Phule Pune university, All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and reservations are also taken care of during the admission by the institution. To retain the students with diverse backgrounds the institution provides the facilities like fee.

concession, bilingual approach by teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship.

The institute resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various ICT resources such as Google Classroom and other e-platforms in providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship. College endeavors to professionally enrich their staff members by providing them chance to be a part of various refresher courses, Induction, Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized.

Institute holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

The development and augmentation of infrastructure is an ongoing process keeping in view the needs for up gradation and addition in consonance with the changes and needs of the system. Modern gadgets are provided for infrastructure Need. Classrooms are well equipped with LCD Projectors, Computer Labs, Seminar Hall, Auditorium, Library, Cafeteria, Common rooms for girls, Safe drinking water facilities etc.

The Library is divided into sections: - Reading Hall, Stack Halls, and Periodical Section, Computers for accessing e-resources, Reception, Circulation Counter. Based on the requisitions the Library Committee takes decision for the purchase and use of library resources.

The library services are fully computerized with Vriddhi Library Management software. Online Public Access Catalogue (OPAC) terminals are available in the library. Also the students and faculty can access the Internet facilities and other online subscriptions provided in the library at any time between 9:30 am to 5:30 p.m. The library has remote access to e-publications through, NLIST, DELNET Databases sharing with in campus institutional libraries.

The Institute provides medical facilities such as Pratibha Health Centre and facilities for differently abled persons.

IT Infrastructure

The State of arts best computing facilities are available at the institution. There are two Computer labs with 80 computers with internet facility, Dedicated Lease-line of 100 MBPS bandwidth with Wi-Fi networking caters to all the Labs and departments to the faculty and students of the college. To assist the comprehension and learning process in teaching methodology, effective modern ICT resources like LCDs are used as computer -aided teaching materials for the dissemination of knowledge and teaching in the classes. ICT devices like computer, internet, Educational CD's are also made available to Faculty members and students.

Following are the innovations/best practices in 'Infrastructure and Learning Resources.

College has infrastructure equipped with all modern facilitates. Seminar hall, mini auditorium are also in place for special lectures by eminent resource persons with educational models for power point presentations and animations. Computer Labs. LCD Projectors are available in every class rooms with Internet connectivity through Wi-Fi, a Vibrant Corporate Resource Centre for training & live projects.

Student Support and Progression

The institute offers different types of support to enrich its students not only in the form of academic, skills but also in the form of financial matters like fee concession etc. All cell and committees of the institution helps the students in improving their skills to deal very effectively with the growing demands of the teaching profession. Placement cell not only provides job opportunity information timely but also provide guidance for competitive examinations, career counseling, and directed towards jobs, well suited based on the qualification and aptitude of the students of second year. To identify and groom one’s talent Youth Welfare Committee, the important wheel of the college provides a platform. It also organizes talent hunt, youth festivals and many more activities like this. Different associations, houses organize many activities to make the best use of infrastructure for

developing various skills and competencies and thereby foster holistic development of students and faculties. Non Registration of alumni association is in progress still members of alumni association plays an active role in institutional functioning. They act as a catalyst in all activities of the institute.

Governance, Leadership and Management

Governance, Leadership, and Management are three essential components that play crucial roles in the functioning and success of organizations, whether they are corporations, non-profit entities, government agencies, or other institutions. Each of these components serves a distinct purpose, but they are interconnected and work together to achieve common goals.

Governance:

At Pratibha College of Education, governance involves the establishment of a robust system of rules and processes that guide and control the institution. This includes a well-structured Board of Directors or Governing Body responsible for setting the college's vision, mission, and overall strategic direction. The governance framework ensures transparency, accountability, and compliance with relevant educational regulations and standards. It also fosters active engagement with stakeholders, such as faculty, students, parents, and the community, to address their interests and needs effectively.

Leadership:

Pratibha College of Education places strong emphasis on effective leadership to guide the institution toward its educational objectives. The institution’s leadership team, led by the Principal, plays a pivotal role in providing a clear and inspiring vision for the college's growth and development. Effective communication of goals and expectations ensures that all stakeholders understand and align with the college's mission.

Management:

The management at Pratibha College of Education focuses on translating the institution's governance and leadership principles into practical implementation. A well-structured management team takes charge of planning, organizing, and controlling college operations. This includes developing comprehensive strategies for academic excellence, student support services, and infrastructure development. The management team ensures efficient allocation of resources, including faculty and staff, to achieve the college's educational goals. Regular monitoring of progress and performance helps in identifying areas for improvement and taking corrective actions as necessary. The management also plays a crucial role in financial planning and budgeting to optimize resource utilization.

By integrating effective governance, inspiring leadership, and efficient management, PCOE strives to provide a nurturing and conducive environment for students' holistic development and academic success. The collaboration between these three components ensures that the college remains at the forefront of educational excellence and contributes positively to the broader community and education sector.

Institutional Values and Best Practices

Pratibha College of Education is committed to upholding its institutional values and implementing best practices to ensure the holistic development of its students. By fostering academic excellence, integrity, inclusivity, and innovative student-centered approach, the college aims to prepare educators who will make a positive impact on society and contribute to the advancement of education. College is providing high-quality education and fostering an environment that promotes personal growth and professional development of students. This executive summary outlines the key institutional values and best practices adopted by the college to achieve its mission and ensure a transformative learning experience for its students.

Institutional Values:

Academic Excellence: Pratibha College of Education places a strong emphasis on academic excellence, ensuring that all programs and courses are designed to meet the highest educational standards. Faculty members are encouraged to stay updated with the latest teaching methodologies and incorporate innovative approaches into their teaching practices.

Integrity and Ethics: Upholding the highest standards of integrity and ethics is a core value at the college.

Inclusivity and Diversity: Pratibha College of Education embraces diversity and inclusivity. It strives to create an inclusive campus culture that values individual differences and promotes mutual respect among students and staff.

Best Practices:

Innovative Teaching Methods: The college employs innovative and interactive teaching methods to make the learning process engaging and effective. This includes the use of technology, group discussions, practical exercises, and real-world case studies.

Mentoring and Support: Pratibha College of Education provides a comprehensive mentoring and support system for students. Faculty mentors guide students through academic challenges and help them develop the skills necessary for personal and professional growth.

Research and Collaboration: The college promotes research activities among faculty and students, fostering a culture of academic inquiry and intellectual curiosity. Collaboration with other educational institutions and organizations is encouraged to facilitate knowledge exchange and development.

Community Engagement: Recognizing the importance of community service and social responsibility, the college actively engages in outreach programs and service-learning initiatives.

Technology Integration: Pratibha College of Education leverages technology to enhance the teaching and learning experience through online resources, digital learning platforms, educational technology tools.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

The institution supports professional development activities that engage its teachers in research in education. The institute encourages faculty to publish in educational forums. The institution encourages its students and faculty to learn continuously. The institute encourages faculty outreach activities in research. Faculty members are actively engaged in training and developing teaching and other teaching-learning materials.

The institution incorporates practices based on research conducted by its faculty. The institution is responsible for community needs and conducts relevant extension programs. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Kamala Education Society's, Pratibha College of Education
Address	Block D-III, Plot No. 3, Behind Mehta Hospital, Off. Mumbai Pune Road, Chinchwad Pune.
City	Pune
State	Maharashtra
Pin	411019
Website	https://pcoedu.org.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Pornima Ganesh Kadam	020-8600100942	9881515209	020-8600100942	pcoedu@pratibhagroup.org.in
IQAC / CIQA coordinator	Suvarna Pramod Gaikwad	020-8600100945	9822562119	020-8600100942	suvarnagaikwad@pratibhagroup.org.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority certficate.pdf
If Yes, Specify minority status	
Religious	Jain Religious Minority
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune 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	04-11-2008	12	At the end of the every year HEI submits self appraisal and audited account report by CA Institute is permanently affiliated to Savitribai Phule Pune University

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	Block D-III, Plot No. 3, Behind Mehta Hospital, Off. Mumbai Pune Road, Chinchwad Pune.	Urban	2.02	3655.6

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	12	Graduation and Maharashtra State CET	English + Marathi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				12			
Recruited	0	0	0	0	0	1	0	1	2	6	0	8
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	7	0	8
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	2	0	0	7
	Female	80	13	0	0	93
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	1	1	0	4
	Female	5	5	8	1
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	0	0	1	3
	Female	6	6	7	5
	Others	0	0	0	0
General	Male	3	7	5	7
	Female	83	57	72	67
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	1	6	4	3
	Others	0	0	0	0
Total		99	82	98	93

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 aims to bring about significant transformations in the education system to cater to the diverse needs of learners and equip them with 21st century skills. Our institute has taken care to be

	well prepared and adaptable for the successful implementation of NEP 2020. Institute had conducted seminar on NEP 2020 for teacher educators, teachers in vicinity and student teachers. Many participants had presented papers on different aspects of NEP. Teachers also attends workshops, seminars, lectures on NEP at various colleges to understand new pedagogical approaches and assessment methods proposed by NEP 2020. As per the UGC- G20 initiative, name of the one student is sent as Student Ambassador for Academic Reforms in transforming Higher Education in India. In accordance with the best implementation of NEP 2020, our institute is having upgraded classrooms, laboratories, well equipped library which are conducive to holistic learning experiences. To enhance access to quality education, we are having increased focus on digital learning, We have integrated technology seamlessly into the teaching and learning process. We are also encouraging teachers and students to engage in research projects. Institute is developing strategies to promote diversity and provide equal opportunities for learners from different backgrounds. We have also established equal opportunity cell. We are trying to move away from rote learning and adopting a more holistic and continuous evaluation approach. We are actively engaged in involvement and collaboration among all stakeholders through placement cell and Alumni. By embracing the policy vision and investing in necessary resources, we are trying to contribute to shaping a generation of well-rounded individuals equipped with the skills and knowledge needed to thrive in an ever changing world.
2. Academic bank of credits (ABC):	Institute demonstrates strong preparedness for implementing for implementing Academic Bank of Credits (ABC) which is a key component of National Education Policy 2020. As per the instructions received from Savitribai Phule Pune University, institute has informed all the students to register for the same. Many students have registered their details. ABC helps in recognizing students achievements through a credit based framework. Institute is following Savitribai Phule Pune University credit based framework. Students are earning credits not only through the academics but also through various co-curricular and extra-curricular activities. This holistic approach encourages students to develop a

	well rounded skill set. Institute has conducted extensive training programmes for faculty members to equip them with the necessary skills to implement the credit -based system effectively. The institute places a strong emphasis on maintaining the quality and standards of education. To enhance the practical relevance of courses, institute collaborates with various schools for giving teaching experience to student teachers. Institute regularly communicates the benefits and guidelines of the ABC system to students. Thus institute's preparedness for ABC demonstrates forward looking approach to higher education in line with the NEP 2020 vision.
3. Skill development:	Institute plays vital role in shaping the future of education by ensuring that teacher trainees receive comprehensive and effective skill development. Bachelor of Education is one of the professional courses. Various teaching skills are developed among students through microteaching, practice lessons, block teaching in the span of two years as theoretical knowledge alone is insufficient for producing competent teachers. Partnering with local schools allows student teachers to apply their theoretical learning in real life situations under the guidance of experienced mentors. Along with this, we also train our students for technology handling, event management, organization of various programmes etc. In our syllabus, there are some courses through which different skill develops among students. Ex. Open course, Entrepreneurship, Innovative practices etc. Latest teaching methodologies are followed in corporate with latest technologies and pedagogical approaches to prepare teacher trainees for the ever evolving educational landscape. Hands on experiences fosters confidence of teacher trainees and prepare them to handle various classroom challenges. Through specialization opportunities, teacher trainees develop expertise and meet unique needs of their future students. Encouraging participation in workshops, seminars and conferences allows teachers to stay updated with the latest trends in education and further enhances their skill sets. Through various activities, institute is trying to develop soft skills like communication, classroom management, problem solving etc. among teacher trainees. Thus institute ensures that their teacher trainees are well prepared to excel in the future as a teacher.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institution encourages the use of Indian languages like Marathi, Hindi, English for instructions and communication. We offer multilingual approach. This approach not only preserves linguistic diversity but also facilitates better understanding and engagement with the curriculum. To promote the Indian knowledge system, our institution creates and utilizes inclusive learning materials that incorporate local stories, and traditional knowledge. These materials are not only more relatable to students but also enhances their understanding of complex concepts through familiar contexts. All cultural activities we organize in the institute depicts Indian Culture. These activities includes Bhondala, Christmas, Shivajayanti, Pongal, Navaratri, Diwali celebration, Birth and Death anniversaries of eminent Indian reformers. In annual social gathering, most of the programmes are based on Indian Heritage. Students participate in Youth Festival, Yoga Practices of Savitribai Phule Pune University. Indian food cooking competition, Rangoli competition, Mehandi competition are conducted in the institute. We also organize lectures on Ayurveda and Food. Our institution collaborates with local communities to integrate indigenous knowledge and practices into the curriculum. Teachers are equipped with the necessary knowledge and skills to incorporate Indian knowledge systems into their teaching methods, creating a conducive learning environment. The appropriate integration of Indian knowledge systems in our educational practices has had a positive impact on both students and educators. Students have developed a deeper appreciation for their cultural heritage, fostering a sense of pride and identity. They have also shown increased interest and engagement in their studies, as the curriculum resonates with their lived experiences.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centered approach that prioritizes the achievement of specific learning outcomes and competencies. Being an institution committed to academic excellence and student success, our focus on Outcome-Based Education has been paramount. In the beginning of the educational year, very clear and measurable Programme Learning Outcomes and Course Learning Outcomes are framed. These outcomes serve as a roadmap for students, guiding their learning journey

	and ensuring they have a comprehensive understanding of the subject matter. Teaching is planned and done accordingly. Our faculty members employ various learner-centric teaching methods, such as active learning, group projects, problem-solving exercises, and experiential learning opportunities. This active engagement ensures that students take ownership of their learning, encouraging them to be proactive and responsible for their academic growth. Regular feedback is provided to students, allowing them to understand their strengths and areas for improvement and encouraging continuous self-improvement. Through the final exam result, we check whether outcomes are fully filled or partially. If we find any lacuna, we try to overcome it in new educational year. As our students are future teachers, we taught them classroom objectives and their specifications. It helps them to plan their lessons effectively. Thus our institution is committed to empowering students with the skills, knowledge, and attitudes they need to excel in a rapidly changing world.
6. Distance education/online education:	As the landscape of education evolves, our institution recognizes the importance of providing quality distance education and online learning opportunities. Institute runs two distance education courses. One is M. A. Education course by School of Open Learning affiliated to Savitribai Phule Pune University, Pune. This is two years course. Second course is Diploma in Education (D.S.M.) affiliated to Yashvantrao Chavan Maharashtra Open University. This course is of one year. NPTEL platform is also available for our students to enroll for online courses. Students are doing these courses. This course emphasizes the importance of inclusive practices and addresses the needs of students with diverse abilities. B.Ed. students learn about different learning styles, classroom adaptations, and individualized education plans (IEPs). Through case studies and interactive simulations, they develop strategies to create inclusive and supportive learning environments that cater to the needs of all students. B.Ed. students learn about proactive behavior management strategies, creating positive classroom environments, and fostering student motivation. Virtual simulations and role-playing exercises provide practical experiences in handling various classroom scenarios. Students

	learn about research methodologies, data collection, and analysis. Students have the opportunity to design and implement action research projects, addressing real-world educational challenges and proposing evidence-based solutions. By leveraging our expertise in Distance Education (DSM) and Master of Arts in Education (M.A. Education), our institution offers a diverse range of innovative courses that cater to the needs of students pursuing distance education. Through these online courses, we aim to empower aspiring teachers with the knowledge, skills, and competencies required to become effective educators in today's dynamic and technology-driven educational landscape.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institute recognizes the pivotal role of electoral literacy in fostering informed and responsible citizenship. In a democratic society, it is crucial for individuals to be well-informed about the electoral process, their rights, and the importance of participating in elections. To contribute actively to this noble cause, our institution organizes comprehensive programs for electoral literacy. Through these initiatives, we aim to empower students, faculty, and the community with the knowledge and understanding needed to make informed decisions and actively participate in the democratic process. Electoral Literacy Club has been set up in the college. It comprises of staff members and students. Club takes initiative towards awareness of election, voting, registration process etc.
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?	Faculty coordinators and students' coordinators are appointed by the college. From students and staff, nominations are asked for students' coordinator and staff coordinator. Elections are conducted. Capabilities and characters of these candidates are scrutinized before nomination. This process is to demonstrate democratic elections. Thus student coordinator and staff coordinator are elected. Electoral Literacy Club is functional and representative in character.
3. What innovative programmes and initiatives	To encourage and facilitate voter registration, our

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	college collaborates with election commissions and authorities to conduct voter registration drives. Students are guided for new registration process. Awareness programs about election process, new registrations, renovation of old cards, ethical voting etc. are carried out by staff members and students. Students' form filling is also carried out in the college. Students also worked in conduct of poll.
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 conducted awareness drives in their vicinity, at NGOs etc. In the college, constitutional day was celebrated. In this programme, information about constitution, importance of voting was told to students. College also celebrates Voters' Day. On this day, information about Rights and Responsibilities of citizen was communicated to students. Students prepared slogans about awareness of voting.
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.	Expert from the field was invited to give the information about how to fill new voter registration form, how to change the address from old voting card. EVM training film was also shown to students to get information about electronic voting machine as some students are newly registered. In the institute we firmly believe that electoral literacy is the cornerstone of a thriving democracy. Through our dedicated programs, we strive to create an informed and engaged citizenry. By empowering students and the community with knowledge about the electoral process, we aim to foster active participation in elections and ultimately strengthen the democratic fabric of our nation. Our commitment to electoral literacy serves as a testament to our institution's dedication to the values of democracy, citizenship, and responsible governance.

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
187	173	175	162	113

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

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

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

1.3

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

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

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	74	95	63	45

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	67	88	57	39

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	82	99	74

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

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	6	6	8

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.4	8.1	11.2	5.6	13.7

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

3.2

Number of Computers in the institution for academic purposes..

Response: 60

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

As we are aware, both an effective curriculum and its efficient delivery are integral to education and is best suited to enable individuals to live human and productive lives as responsible citizens of the society.

Our institution focuses on three key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Our college being affiliated to SPPU, strictly follows the curriculum prescribed by SPPU. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the SPPU University. Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of Curriculum Development committee . Senior and experienced faculty members are members of this committee and take proactive steps to enrich the curriculum by figuring out loop holes in it, if any. The meetings are conducted periodically by the Principal of the institution and members of the Curriculum Development Committee. It is done to review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society. The proceedings of the meetings are also recorded and recommendations are made.

Daily time table is maintained by the staff member and the principal does periodic review for the further planning. Curriculum Development Committee also plans for value-added courses as per the needs of the society. As per the revised syllabus, periodic meetings are also held for availability of referal books and various study material for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand.

Organization of workshop, seminars and conferences by the college is also the part of planning. For this, experts in the field of Education are invited from different colleges. To adapt curriculum to context institution participate in local activity such as Palkhi, Diwali Celebration, Navaratri Utsav, Ganesh Utsav where inculcation of values (like cleanliness, gender equality, preservation of Indian cultural heritage), spiritual development and best environmental practices are promoted for our students and society as social and cultural activities are part of our curriculum. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context.

The curriculum is transacted using the most recent technologies. Making and delivering ICT-enabled digital lesson plans is now required in order to build soft skills in the teaching profession. For the same,

the ICT lab has been updated. Students are exposed to technology, the most recent PowerPoint presentation approach, online course access, use of smart boards, and the newest teaching methods in the classroom.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

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

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

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: C. Any 3 of the above

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

1.1.3

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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
20	17	17	17	17

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
Any other relevant information	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: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	00	00	00

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
Paste link for additional information	View Document

1.2.3

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

Response: 6.79

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
55	00	00	00	00

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

1.2.4

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

through

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

Response: C. Any 2 of the above

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

1.2.5

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

Response: 7.28

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
15	00	15	22	07

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A fundamental or coherent understanding of the field of teacher education: Pratibha College of Education follows the curriculum provided by the SPPU for B.Ed. course. It provides equal weightage to theory and school based practical activities. Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes (B.Ed.) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of Programme and Course Learning Outcomes. Beside this, students are also made aware of culture, rules and regulations of the institution.

Procedural knowledge that creates teachers for different levels of school education skills that are

specific to one's chosen specialization: The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field engagement, field trips etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools. Capability to extrapolate from what one has learnt and apply acquired competencies: Pratibha College of Education provide an opportunity to apply and practice theoretical aspects in real life situation through field experience. Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students of B.Ed. also apply the acquired competencies in teacher education institutions. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

Skills/Competencies such as Emotional Intelligence, Critical Thinking and Communication Skills, Collaboration with others, etc.: The institution provides different activities and programmes to develop different type of skills and to inculcate values and attitudes. Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs (Enhancing Professional Capacities) subjects. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of

emotional intelligence, critical thinking, and negotiation and communication skills.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

Theoretical discourses and presentations help student teachers to understand concepts, principles, importance and components of educational management at different levels. Awareness of development of school system in India, organisation of school plant, school site, building, infrastructure, school records and registers and maintenance were given through curriculum. Students of B.ED. teacher education programmes running in the institution are familiarized with the diversities in the school system in India byproviding theoretical (as mentioned in the syllabus of inclusive education) as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of functioning of schools through various activities of field engagement programme undertaken in the respective schools. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their Internship in that school. Students of B.Ed make the profile of the school with stagespecific specialization as per their curriculum. The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given ample opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison. We arrange the visits to

College of Special Education to study the needs of Special children & methods adopted to teach them.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

The institution provides an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of programme. The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school.
On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans (Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught. They maintain their record accordingly. Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a

profession. If time or administration of school permit special classes are also arranged for the differently abled students in school. The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences, also maintain result records, attendance register, admission, register, stock register etc. Training and participation in art and aesthetic improved development of aesthetic values and student teachers. Micro teaching demonstration class, criticism classes, feedback link practices and lesson based on model of teaching provide skills, competencies to transect school curriculum that are specific to optional subjects. They do not just perform their duties but develop enviable respect for the teaching profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant 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: D. Feedback collected	
File Description	**Document**
Stakeholder feedback analysis report 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: 89.2

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	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: 35.6

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
19	21	18	12	19

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
Any other relevant information	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

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
00	00	00	00	00

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
Any other relevant information	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:

The learning levels of the students are assessed by teachers using Entry behavior tests in the initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented. The faculty follows an integrated approach. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable. Tutorials, value added courses and extra classes are organized for students so as to provide special coaching in areas where they need support.

Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class. Personal, academic and career-related counselling is given from time to time. Assignments and group projects are given and evaluated on a regular basis.

Peer learning is encouraged through group discussions and presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills. The teachers assess the caliber of the students in informal settings such as during tutorials, classroom behavior and interaction outside the class.

‘Talent Hunt’ is organized in the beginning of the session to recognize the talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in Inter College, Intra College as well as Youth Festivals Here again, they are encouraged to participate in the activities as per their interest, potential and capabilities.

Identification of slow and advanced learners allows for the development of their skills. The faculty pays particular attention to how slow learners are performing. Teachers discuss the performance of slow learners with their parents. Advanced learners are encouraged to upgrade their knowledge and skills through value added courses provided by the college along with special lectures organized by expert resource persons.

The institute Library is **partially automated with Vriddhi library software** and provides unlimited access to more than 6000 e-journals and over 100000 e-books through high-quality electronic databases subscribed by **INFLIBNET N-LIST facility** and other e-resources to help the advanced and weaker learners to broaden their horizons.

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
Any other relevant information	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: C. Any 3 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
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: No Special effort put forth 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
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20.78

2.2.4.1 **Number of mentors in the Institution**

Response: 9

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curriculum and scheme of evaluation is highly student-centric and it completes all these processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning. The following methods are employed to develop varied skills and competencies.

Experiential learning: The student teachers are given experiential learning by different means

Field Visit

Demonstration of Experiments/Instruments

Discussions and debates on contemporary issues

Institutional Visits and study tours

Students are provided with an opportunity to work in schools during their pre- internship (15 days) and internship period (16 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM’s, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes and human resource system etc. of the host institutions.

These pre- internship and internship programs are structured on the premise that students need to gain **experiential learning** and **hands-on training** for respective work areas.

These are opportunities for the students to put what they have learned in the classroom into practice. These activities are built on the principles of **experiential and collaborative learning**

Participatory learning: Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

Problem-solving approach: The College uses the problem-solving approach to help students in

developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. This approach is being effectively used in fields including psychology, computer science, physical science, and math to improve student learning experiences. The institution has engaged into a number of collaborative arrangements/memorandums of understanding **(MOUs)** with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience. Special lectures/seminars/conferences are planned to inspire and motivate students to become active agents of information rather than passive recipient. Students are encouraged to use ICT and E-resources.

Brain storming strategy: During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas.

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

2.3.2

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

Response: 0

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
0	0	0	0	0

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: 10.7

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: 20

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	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: D. Any 1 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
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

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

Response:

Pratibha College Of Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously.

Our College provides several opportunities for mentor-mentee relationships to cater with students ‘diversity. To sustain an effective mentoring relationship, faculty members recognize, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, And to empower weak students. English Language Communication Skill, differential instructions, scientific attitude inculcation are main value added courses and students develop skill in those areas. Microteaching sessions are there for sharpening skills. Working in groups has always been an important aspect of our organization. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit).Students generate fresh ideas to create a wide range of practical models, charts, and instructional aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects, youth festivals, tutoring etc.

Our institute campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. College also provide free coaching and guidance for various national and state level test such as B.Ed. Entrance Test. There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums

hosted by government and non-governmental organizations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates and various competitions. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education. Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, daily news and lecture on moral values etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.3.6

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

1. Special lectures by experts

2. 'Book reading' & discussion on it

3. Discussion on recent policies & regulations

4. Teacher presented seminars for benefit of teachers & students

5. Use of media for various aspects of education

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

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

All the facilities available in the college are being used judiciously to make the teaching learning on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes.

Institution nurture following abilities amongst learners:

Institution have taken initiative to make teaching learning process more live, learner centered and proactive. There is a provision to full fledged computer lab which provides the student with proper access to the internet connectivity. Our teachers follow various innovative teaching method to demonstrate innovative ways and make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college. Along with mentors, college adviser, and all other teachers also encourages our students.

In addition to this Pratibha college of Education has been providing guidance to alumni and inservice teachers. We have case studies of our students who didn’t have much confidence but today are placed in esteem schools and organizations.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: E. Any 1 or none of the above

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

2.4.3

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

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

Response: E. None 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: E. None 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
Any other relevant information	View Document

2.4.5

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

1. **Preparation of lesson plans**
2. **Developing assessment tools for both online and offline learning**
3. **Effective use of social media/learning apps/adaptive devices for learning**
4. **Identifying and selecting/ developing online learning resources**
5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 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
Link for additional information	View Document

2.4.6

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

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

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: D. Any 1 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
Any other relevant information	View Document

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institute calendar gives dates of commencement of internship programme. Staff meetings are conducted and time table are prepared in detail.Internship programme is systematically planned according to the university syllabus. The practicing schools are selected on the basis of the proximity of the pupil teachers' residence to the school, availability of basic infrastructural facilities and type of school (aided, private, public). After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of pupil teachers are sent to the assigned school prior. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Before the commencement of internship, an orientation programme for one week is organised and detailed instructions are given to student-teachers. Planning of a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching is done prior with schools heads. Students prepare required lesson plans, blue print and unit tests, and get it finalized from mentors and subject teachers before going to schools . Students also plan cultural, social and environmental activities prior take guidance schools heads and mentors. Planning of lesson observation done in peers and by mentors is also planned before going to school.

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

2.4.9

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

Response: 3.92

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

Response: 24

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
Any other relevant information	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: E. Any 1 or none of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation of practice teaching is a shared responsibility of the college and concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers etc.

Role of Teacher Educators: For monitoring purposes, at least one teacher educator is sent to each school.According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

Role of School Principal: During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil teacher.

Role of School Teachers: The pupil teachers are under the supervision of senior teachers of the schoolwho act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers: Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	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: E. None 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
Any other relevant information	View Document

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 36.25

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 86.21

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

Response: 05

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 2.8

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

Response: 14

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:

Pratibha college of Edhucation allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and nongovernmental organizations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave.

The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. Institution also publishes research journal namely “The Educational Spectrum”, which is joint effort of all the staff of college. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, the Panjab University assigns a few of our faculty members to serve on several special duties like co-ordinator of skill in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of Studies, Academic council etc.

The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme). The institution felicitates the faculty member when they get an honour. The institution's management honours the performance of the teacher educator by giving awards each year. Inmeetings and through the public address system, the finest performance is also recognised. The principal also encourages staff members to pursue PhD and apply for NET examinations. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends. Apart from this one of the faculty members has an experience of Senate and Syndic of affiliated university itself.

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

2.6 Evaluation Process

2.6.1

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

Response:

Being affiliated to SPPU , PUNE the college follows **continuous internal evaluation** as prescribed by the university which is monitored by keeping the records of the performance of each studentin the each activity. In the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester through orientation.There is internal evaluation in each of the theory paper as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behavior, group discussion , seminar performance, house test and sessional work . The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of SPPU University is followed for the distribution of marks in each subject**.** Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and also marks sheet is prepared. In teaching practice we are getting opinion of concerned teaching practice school, about students’sincerity, punctuality, obedience.

There is complete transparency in the result of house test. The score of test and list of top 20 students is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. There is also a provision for resest for students to improve their progress . Internal evaluation for practical subject of B.Ed is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co curricular and extracurricular activities of the students and assessed internally on the basis of their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

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

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination committee also resolves any grievances related to internal examinations in timely manner Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the

examination hall then appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teacher safter evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this The faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have anygrievance related to it, they can solve it with the help of the faculty.

The university Semester examination is conducted by the examination committee the norms of university are strictly followed by the college. If the students have any grievance related to their question paper and marks , they can approach the Controller of Examinations for suitable remedy. Students can apply for reevaluation if they have grievance regarding evaluation. Students who have arrears at the end of the final semester can apply for supplementary examination so that they need not waste one academic year for completing the programme.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Our institution focuses on 3 key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co curricular activities . Every year IQAC plans and prepares Academic Calendar of the college issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the institute also prepares its own Academic calendar and Extra mural activities calendar of events and activities before the commencement of the Academic Session and the same is communicated to all.

For transparency of functioning, both the University and the institute academic calendars are placed on the college notice board and websites All information is reinforced during orientation of new students at the beginning of academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in

advance about the deadline for assignment

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	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:

The teaching learning process of the institution are aligned with the stated PLOs and CLOs. Response: course learning outcomes are according to the Pune University , for which the college is affiliated. They are an essential component of the college's vision, mission, and objectives. The institution has effectively stated and disseminated the programme outcomes, program-specific results, and course outcomes. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice. Work experience of this nature can be accumulated from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc. The learning objectives are presented in a variety of ways: At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs . which are additionally prominently portrayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses.

The institute has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers in the following ways: continuous internal assessments are performed regularly and student grades are recorded, helping Self Study Report of PRATIBHA COLLEGE OF EDUCATION to predict their academic progress. Appropriate teaching methods are used to achieve effective learning outcomes. Participation in various literary and cultural programs, competetive activites such as debates, idioms, essay writing contests, quizzes, test. Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly and NSS Camps, tree planting campaigns, awareness camps. etc. Participation in community activities such as the visits to orphanages, blood donation camp, old age home, Cancer Awareness rally, prelim exams and final exams also help ensure the concordance of stated results. Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of

stated PLOs and CLOs.

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

2.7.2

Average pass percentage of students during the last five years

Response: 87.06

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
86	57	82	54	44

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
Any additional information	View Document
Link for additional information	View Document

2.7.3

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

Response:

The Institution attempted to implement in the spirit of **PLOs and CLOs specified in criteria I,** The progressive attainment of cognitive and professional status of student teachers were monitored

,documented and used further for improvement in many ways by the college .

The Methods of measuring attainment:Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University semester Examinations, internal and home assignments, class tests, house test and work. Throughout the year the faculty records the performance of each student on each.

1.**Minimum attendance** of student teachers shall be **80%** for all course work and practicum, **and 90%** for school internship.

2.Minimum pass marks are 40% in each paper, Practical, and School Internship in each year policy for semester courses. Pass marks will be 50% in Aggregate.

3.Students under university examination are evaluated for 80% of total marks and institution for 20% marks as internal assessment.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration.The Paper with 50 marks are divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment. External question paper will have IV units. Unit- I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I to IV. Each question carries 15 marks. The internal assesment work will be converted into 20 marks based on the file work, practical and pre exam to be evaluated by the subject teachers.

Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

Placements: One of the most important Programme Outcomes of students is the employability of students The college has a vibrant Placement Cell, which caters to the demands of school and colleges for post.

Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies .The college conducts various activities on a regular basis to maximize and monitor learnings outcomes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 26.6

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

Response: 25

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
Link for additional 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:

Our institution has implemented a variety of arrangements to assess student learning needs.At the time of admission, the principal interacts parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute . Institute holds aptitude tests to measure students' intellectual skills at entry level.

A variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to dicover the hidden talents and hidden abilities of students. Value added courses are designed for students to bridge the gap between subjects studied in previous grades and the subjects to be studied in

the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. Institute organize tutoring for weak students in subjects to improve skills and skill. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. Many articles homework and assignments assigned to them. Finally, the rest exams are held to check knowledge acquired in class.

Faculty staff coordinate with parents of slow learning students to meet their needs. Peertutoring is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality. During internship, feedback Performance developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis ofvarious activities performed during the internship i.e. record keeping, action research, organize extracurricular activities, etc.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 4

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

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

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

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

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

Response: 0

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

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

File Description	Document
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
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 0.4

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	1	1	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: 0

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
0	0	0	0	0

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

3.3.3

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

Response: 9.26

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	25	0	50

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
Any additional information	View Document
Any other relevant link	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:

Pratibha College of Education has strived to live its vision, mission statements of selfless service to the community and abiding to the college motto, “Serve with Love” especially women empowerment. The college has involved themselves in co-operating with the state government for Shramadan activities, remedial programmes for school students.

The Outreach activities are categorized under 3 programmes

1. Sensitization and Humanitarian outreach programmes

The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in humanitarian activities with community engagement programmes. ICT mediated Remedial teaching, community awareness programmes are undertaken on varied topics including environment related issues, health issues, gender sensitization programme, problem of aggression among adolescents, precautionary measures in the usage of social media, etc. The students visit “NGO Urja Pratisthan Prakashalaya for blind students” and “homes for the aged” and distribute tangible gifts, sharing joy and blessings for the underprivileged. Participation in such activities have sensitized students towards various social issues. Working along with community members enable student teachers learn to communicate, manage and lead others which contribute towards holistic development.

2. Capacity Building Programmes

“Pedagogy of the heart”, the signature learning pedagogy of Pratibha College of Education entices the students to join the cancer awareness programme, cleanliness awareness program under Swatch Bharat Abhiyan, rural regeneration programme and Community Extension activities. B.Ed students enrolled in the Agyatsya Foundation programme –with the motto “ To spark Curiosity, nurture Creativity, and instil Confidence and Caring amongst underprevilaged students’ Students served as volunteers in this programme.

3. Clean and Green Initiatives programmes.

The institute gives exposure through various in-house Green Environmental Initiatives programmes including Plastic Free Environment, Swachh Bharath programme, Mazi Vasundhara etc.. Each one plant one, reducing the usage of paper, Best out of Waste programme with a focus on 3 R’s REDUSE, REUSE RECYCLE, initiatives such as “Plant a tree, Plant a Life”, it help students’ environmental values. Field visits and experiences by visiting Science Park and Small Scale Industries Created an enriching life experience for the students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	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
Any additional information	View Document
Link for additional information	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
0	1	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

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

Response: 3

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

Response: 3

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	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: D. Any 1 or 2 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
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	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:

To achieve the vision, the college commitees to provide high quality education through classroom teaching, practical training and by providing excellent infrastructure and experience.

The institution has the campus area of **2.02** acre and **built-up area of 39351.9 sq. ft.** College meets the requirement of quality infrastructure for the academic and administrative activities having adequate number of classrooms, laboratories, library, ICT enabled seminar hall. The following are the facilities made available in the college to make student and teacher friendly campus. The optimum utilization of all resources takes place as college functions in shifts.

Classrooms: The Institution has **Six classrooms**. These classrooms are provided with white/green boards, projectors, screen and other teaching material. Projector-enabled classrooms are available to facilitate ICT enabled teaching learning process.

All the departments have sufficient facilities of ICT.

Laboratories:

- **Computer Lab:** Institution has 03 ICT enabled Computer Laboratories for students. LCD projectors are installed in laboratories and have LAN with internet connectivity.
- **Science Labs**: Institution has Physics, Chemistry, Biology. Curriculum, Language, Psychology laboratories. Each laboratory is well equipped and has proper infrastructure required for practical and research.
- **Method Rooms**: Institution has **08** method rooms, i.e Marathi, Hindi/Sanskrit, English, History, Geography, Economics, Science and Mathematics.

Library: The Institution has Automated Library with 991 Text books, 6132 Reference books and other e-resources.

Key Features of Library Are:

- Membership with e-ShodhSindhu, Shodhganga.
- Subscriptions for Del net E-database & N list E-database to provide a rich learning environment. Online Public Access Catalogue
- Internet browsing facility for accessing e-resources to students.
- Reading hall
- Teaching Learning Material

1. **Computing Equipment**: All laboratories are fully equipped with updated instruments.
2. **Amphitheatre** is available to conduct various co-curricular and extracurricular activities.

Administrative Office, Principal's and IQAC Cabin, Staff rooms, Exam & Strong room and Store room are well furnished and at proper places.

Canteen facility: Canteen provides healthy food with appropriate hygiene to students

Other Facilities:

- Boys' and girls' common rooms
- Clean and hygienic restrooms, UV – mineral water drinking facilities on each floor. Lift for teaching and non-teaching staff
- Lift for *divyaang* students.
- Fire Extinguisher, Floor map, Sign boards are at proper places.
- Intercom & Wi-Fi facility.
- Power back up facility.
- A 54.4 KW Solar panel to meet the power requirement, properly installed.
- Rainwater Harvesting

The Institution campus is well maintained as infrastructure is much more important than architecture.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	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: 75

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

Response: 6

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

Response: 8

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 8.49

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
1.3	1.3	0.4	0.9	0.6

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Pratibha College of Education has provided open access library facility of UGC Inflibnet since 2015.All the facilities under inflibnet are being used by teachers like Shodh Ganga, Vidwan. ILMS-Vriddhi software has been implemented since then for its automation. Library is efficiently providing different services through it. Library Committee is working effectively for development of Library Management.

Details of Library Automation Software:

Name of LMS software: Vriddhi

Nature of Automation: Fully Automated

Version of Software: Version-2

Year of Automation: 2008

Main Features of LMS Software:

Acquisition System – In LMS accession is processed through accurate data entry. Software generates the barcode against the relational data to stick on book. Bar coding of all books has processed

Cataloguing System: Cataloguing system is provided through the OPAC in library and Web-OPAC for Remote access.

Circulation System: Due to barcode and its scanner, circulation system became faster and books can be issued /returned within few minute.

Serial Control System: Software ease the periodical data entry and record retrieval.

Stock Verification: This module can record and report stock verification and write off books.

Details of LMS Development/Updates:

LMS software Implementation : 2008

Bar coding and barcode scanning : 2009

Book Bank Module Activation : 2012

UPS system : 2013

Software development for customization : 2008-2021

Information resources recorded and monitored through ILMS

Sr.No	Particular	Collection
1	Total No of Books	7324
2	Total No. of Titles	6532
3	Text Books	991
4	Reference Books	6132
5	Encyclopaedia	13
6	Educational CD’s	05

	Educational CD's Sharing with Pcccs	1392
7	Total Purchasing	1085314/-
8	Journals Purchasing	14 (National, International and Local)
9	Total No. of Maps	106
10	Total No. of Maps Outline	16
11	Total No. of Atlas	05
12	Total No. of Projects	475
13	Total No. of Geometry Box	12
14	Total No. of Rolling Boards	05
15	DSM Project Reports	475
16	Newspapers	PCOE Library- Indian Express , Loksatta **With Sharing pcccs Library** • The Hindu • The Economic Times • Sakal • Navbharat (Hindi) • Maharashtra Times • Times of India • Employment News (Weekly)

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

The library of the Institution serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers. the college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provided by

INFLIBNET Centre, an initiative of MHRD which is jointly executed by e-shodhsindhu consortium which provides access to more than 6000 e-Journals and 100000 e-Books. College shares NLIST Database With Sharing Pratibha College of Computer studies.

The institution has also subscribed services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, through this, we have registered all the faculty members. The institution also uses DELNET Database sharing with Pratibha institute of Management studies.

Institution has adequate teaching learning material like Maps, Globes, Geometry Boxes, black boards. Institution have Research Projects of Diploma in School Management.

Open and Free access databases are also availabe for use. guidance given time to time for students for using free and commercial databases.

Inflibnet NLIST Gateway:

https://nlist.inflibnet.ac.in/index.php

DELNET Gateway:

http://delnet.in/testimonials.html#

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View 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: C. Any 2 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
Link for 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: 0.21

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
0.01	0	0.05	0.3	0.7

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
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 15.52

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: 752

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: 592

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: 608

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: 566

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: 462

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
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Pratibha College of Education is well established catering to the needs of the students who strive for acquiring skills to meet global demands. Institution believes that to be successful student requires flexible learning infrastructure to support new types of engagement and providing ubiquitous access to the technology tools that allow students to create, design, and explore.

The essential components of an infrastructure capable of supporting transformational learning experiences include the following:

1.**Ubiquitous connectivity**

- College has Wi-Fi enabled campus with high-speed internet connection that help students to access and connect internet services from anywhere in the college premises.
- Routers are installed each floor of the college.

Powerful learning devices

- College has upgraded the internet connection bandwidth from 10 MBPS to 100 MBPS.
- There are 50 desktops in computer labs, and seperate desktops are provided to faculties and for administration section.
- The systems are connected through Local Area Network (LAN).
- The computers are connected by LAN for internet access.
- Projectors are installed in each classroom for ICT enabled teaching and audio-visual learning.
- Controller of Examination have computer with internet facility and printers with scanners having Photocopy facility. Smooth execution of examination possible through the high-end printer support.
- The seminar hall and community hall have facility of computer and projector for presentation and

For computer enabled lectures

- Computer Laboratories are equipped with high configuration systems and equipped with genuine Microsoft operating system.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.12

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	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
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	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: 86.42

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
13.3	6.9	1.0	12.3	12.3

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:

KES's Pratibha College of Education established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computer, classroom etc. in the institute. The maintenance of these facilities is carried out by the respective departments with the help of in house staff on daily basis. Utmost care is being taken to keep the equipment, machine etc. in working condition. In case of breakdowns standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain all the facilities. A brief description is presented below on maintenance and utilization of some facilities.

Laboratories (All Labs & Computer center): Every laboratory has one teacher as lab incharge, a lab Assistant and an attendant. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment's from time to time. The Physical Verification is carried out to verify working/nonworking/missing equipment etc. All the computers, scanners and printers are checked by the computer technician for maintenance of systems and software every month. Proper records of utilization of equipment, computers and other required material for experiments are maintained throughout the year.

- A well-qualified librarian with supporting staff has been appointed to maintain the library. The main focus is on the availability and utilization of instructional material in teaching and learning process. Every year the stock verification is done. Procurement of books as per the requirement is done by library committee.

Sport complex: The sports equipments are issued to the students as per the schedule of the events. Maintenance of equipments is done by sports department. Proper records are maintained for utilization of sport facilities, activities held, awards for the students etc.

Class Rooms: Class rooms are allocated to all departments along with necessary ICT tools. The class rooms are utilized as per the time table of the department. The Checking of ICT tools, fans, electricity connections, bulb holders is done on regular basis with the Help of Supportive staff. The class rooms are cleaned on daily basis.

File Description	Document
Any additional information	View 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: D. Any 1 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
Paste link for additional information	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: D. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 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: D. Any 1 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
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 23.74

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
13	15	29	16	07

File Description	Document
Upload any additional information	View 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
Paste link for additional information	View Document

5.2.2

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

Response: 9.3

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

Response: 8

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

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

Response: 00

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

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

Response: 4.75

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	06	06	0	02

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	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:

We are well founded supporter that overall growth of students is possible only when we give students platform to express themselves in their areas of interest other than academic front. Thus our institute provides ample opportunities to organize and participate in curricular and co-curricular activities throughout the academic year. An elaborated mechanism of student councils has been established in the college every year through committees. Each committee comprises president, vice-president, secretary, sports secretary and treasurer. The members of committee ensure the smooth conduction of activities like morning assembly, cleanliness and maintenance of infrastructure and looks after the routine of the academic activity and its implementation as per the session plan. Various curricular and co-curricular activities are organized with the help of committee members. The main purpose of these committees is to make student teachers aware regarding social conditions and ways to blend them with the main stream. Student’s representatives are encouraged to give suggestions regarding up gradation of the teaching-learning process and their feedback is taken in to account. Apart from these the participation of students is done in the following Decision Making Bodies.

1. Academics
2. College Events
3. Examination
4. Cultural Activitie
5. Picnic/ Tour/ Field Visit
6. Development and Maintenance Committee
7. Maintenance of Diary of College Activities
8. Library Committee
9. Refreshment

10. IQAC
11. Grievance Redressal Cell
12. Placement Cell
13. Sports Committee
14. Publicity & Public Relation
15. Discipline
16. College Website
17. E- Governance
18. Innovations
19. Curriculum Development Cell
20. Energy Conservation Cell
21. Waste Management Cell

All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions/suggestions are executed through proper channel, in best interest of the institution. Funds are provided as per the needs.

File Description	Document
Upload any additional information	View 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
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 4.2

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
2	3	3	5	8

File Description	Document
Upload any additional information	View 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
Paste link for additional information	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:

Our institution is devoted to cherish the relationship with its family members by constant touch-ups, college interactions, and friendly get-togethers. A non-registered but functional till date Alumni Association has been established by the institution since 2017. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gathered together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities.

The alumini also helps current students in their pre practice training. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, yoga workshops examination supervisions and first day orientation to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during demonstrations of micro skills in front of new students. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute over the years in growth and development of the institution. They donate books in the library. Due to covid19 an online alumni meet was arranged. This meet created nostalgic feelings and establishing ties among the alumni. Thus, rejuvenation of ties was rekindled and ignited. Following are the significant contributions of alumni association.

1. To arrange placement and absorption of employable students as well as extending full support for the same.
2. To maintain the updated and current information of all Alumni.
3. To encourage, foster and promote close relations among the alumni themselves.

4. To enable the alumni to participate in activities that would contribute to the general development of the college.
5. To arrange get together and social/cultural functions of the alumni.
6. To let the alumni acknowledge their gratitude to their Alma Mater.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 2

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
1	1	0	0	0

File Description	Document
Upload any additional information	View 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
Paste link for additional information	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:

Pratibha College of Education (B.Ed.) Alumni association known as “Pratibha College of Education alumni Association” which runs smoothly. Our Alumni Association is yet to register but It acts as a support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them in the following ways:

1. The Alumni association functions to support alumni of the institution in resume writing, written test, group discussion and interviews. It helps to cater to the needs of the institute in conducting campus placements.

2. Alumni members are invited to be the resource persons in seminars, webinars and workshops for teaching various skills to the present students and also in cultural programmes.

3. The Alumni Association also coordinates various activities related to the career guidance and counselling of the students.

4. The association is sensitized to contact its past students for their placements in premium institutions

and maintains a close contact with its members through phone calls, e-mails and what’s app groups.

5. In Yoga workshops, alumni gives training to the students.

6. Alumini also conducts pre practice training of pursuing students.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Pratibha institutionof Education has served the region for the last 16 years, It had been quite consistent and dedicated. The institution's vision is to become a leading institution in the field of education with an innovative approach to imparting knowledge and facilitating the learning process with modern techniques and contemporary skill sets. This is reflected in the institution's leadership which strives to emphasize innovative practices, methods, and teaching approaches. Institutions consider in services and pre-service training to spread innovative practices in the field. These practices include modern technology like the use of technology (ICT) in teaching-learning, cooperative learning, constructivism, models of teaching, and action research. PCOE does this through workshops, and hands-on activities, through ELPJ for imparting contemporary skill sets. Workshops are conducted for ICT skills, life skills, and 21st-century skills.

Through their activities, PCOE leadership effectively imparts knowledge and skill and ensures that the same cascade down amongst all stakeholders.

PCOE's mission is to inculcate ethical and humanitarian values. PCOE inculcates sum values by projecting the same behavior by each self situation through daily assembly activities through workshops, and seminars, on professional and ethical values. Also ensures that the rest of the academics, students, and alumni practice in the future citizens of India.

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
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Pratibha college of Education encourage a culture of participative management and ensure democratic way of functioning. IQAC,Subject clubs, department portfolios play correlation role in teaching learning. college has IQAC department, Cultural department, social awareness department ,ICT department etc. and maths club, science club, history club etc. Through skill institutional practice are decentralization.The IQAC plays a corrective role in teaching learning. Co curricular and extracurricular activities implementation of academic calendar, fulfillment of goals and objectives in light of vision. and mission of college and accordingly implementation of norms for its Smooth functioning. All faculty members are given certain administrative responsibilities The delegation leds to transparencyin work and faculty development and enrichment. The institute follow delegation decentralization and empowerment policies while entrusting the responsibilities to faculty and Staff.

In view of the above, the institute plans declares faculty and administrative staff. The collective decision - taken by different committees are deliberated at the level of principals office. In addition to teaching the faculty member involved in research, training Administration of academic matter and consulting. They are mainly responsible for designing Courses curriculum revision, proposals and introduction of new course delivery of progaam and Continuous assessment The different academic activities. are carried out by the faculty member Committers in close- Coordination with the students

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Pratibha College of Education's management rightly keeps students at the centre of its The students are given full freedoms to approach the management if they have genline problems. any examplary performance of Students is properly acknowledged and recognized by the management the management activity encourage up gradation of teacher's Skills and Students Friendly activities.

The management takes Special care not to Leave a Stone unturned on the path of true and dynamic learning. It effectively acts as a mirror to reflect Social trends, literary movements, political ideas, Scientific advancements etc.

The principal is the administadative head of the institution taking care of the day to day functions with the involvement of Stakeholders. The following are few Committees through which the quality of the teaching learning process is maintained

The Academics functioning is handled by program coordinator with them heads of the for the department are responsible for the work allocation among teachers preparations of department time tables and Submission of various resports of the program Coordinaters. Class teachers. groups teachers are assigened for each grups to ensure personal care, guidance, attendance Conselling evaluation and Passessment of each students in the class all results are display on noties board on time for our Students and also reflect our institution website.

Financial

1) In the beginning of every academic year budget under all required head is finance

2) Before every activity finance and material is written in requisitions form and send to the management to get finance

3) appropriations of the final is done on per budget

4) financial audit is done every year

Administrative:

administrative staff includes office superintendent clerk assistant by a team which is responsible for effective administrative of the institute the staff help the admission process, eligibility, conduct of examination, scholarship and free ships, accounts ,issues of certifications and documents maintaining staff

Service record and correspondence with the affilicating university UGC and government bodies

IQAC Committee, CDC management Committee academic calendar anti ragging cell etc.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Pratibha College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations.

The institution maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the institution. The institution has good practice of meeting and deciding on issues. The various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand:

a. Syllabus Coverage

b. Use of Audio Visual Aids.

c. Students Attendance Record

d. Internal Assessment

e. Organization of CCA

f. Laboratory Work

g. Use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the institution. Data collected are then forwarded to Principal. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Pratibha College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the institution is effectively implemented and supported with appropriate financial allocations.

The institution maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The institution has good practice of meeting and deciding on issues. The various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand:

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e. Organization of CCA

f. Laboratory Work

g. Use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the institution. Data collected are then forwarded to Principal. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	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: E. Any 1 or none 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
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department, Savitribai Phule Pune University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers and members of the alumni and IQAC.

Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The institution also provides important information on the website and notice board.

The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Pratibha College of Education considers its entire teaching and non-teaching staff as part of the Pratibha family of the college. Hence, it is very keen on imparting various welfare programmes that create a healthy and conducive atmosphere for both teaching and non-teaching staff. Various welfare schemes provided by the college to the teaching and non-teaching are listed below.

Financial support for faculty Improvement

1. Financial Assistance: To inculcate research culture in the faculty members, support of Rs. 10000/- per year to every teacher is provided for publishing papers in peer reviewed/indexed/reputed journals (National/ international). The Holistic development of staff members is supported by paying registration fees to attend workshop, Conference, Seminar, Orientation program, Refresher course and Faculty Development Program. Duty leaves are also provided for the same.

2 Loan and Advances: Teaching and non-teaching staff are allowed to take Loan in case of emergency

3. Fee concession: Faculties get facility of fee concession for their wards if taken admission in any of the institutes belonging to Pratibha Group.

4.Duty leaves: Every year 10 Duty leaves are given to staff members for research work and attending workshops, Conference, Seminar, Orientation program, Refresher course and Faculty Development Program.

5. Salary increment per year: Annual increases in pay is given to all teaching and non-teaching staff.

6. Educational support: Higher qualification like M.Phil and Ph.D for teaching staff is promoted and duty leaves given. Working facilities:

7. Laptop, Bluetooth headset: Teaching staff members are provided with laptop, headset and Bluetooth

USB adapter to facilitate teaching more effectively.

8.Intercom Facility: Institute has tie-up with TATA Indicom for free inter-calling facility.

9.Sports facilities: Indoor sports and gymnasium is available to all staff members.

10. Uniform: College uniform is provided to all Le teaching staff, non-teaching staff, supporting staff and security.

11. Tea/coffee facility: Tea is provided to all staff members twice a day free of cost Medical and other Facilities:

12. Pratibha Health Care center: Pratibha Health Care Center provides health care facilities to all teaching and non- teaching staff members free of cost.

13. Free health check-up: Below mentioned tests are conducted once in a year

- a.Random sugar
- b. Hemoglobin
- c.Breast & cervical cancer for all female staff members.

14. Pratibha Counselling center. The counseling services are available to all faculty members, students and outsiders.

15. Festival celebration: Festivals like Diwali, Teachers day & woman's day celebrated by the management. Felicitation of faculties on these occasions is done with the token of appreciation.

16. Staff excursion: Teaching and non- teaching staff excursions are sponsored by the Management.

17. Staff felicitation: Teaching and non-teaching staff members are felicitated by the management for their special achievements every year.

18. Covid Vaccination Drive: Two days Covid vaccination drive was organized in association with Akurdi PCMC hospital where Covishild vaccine is given to all faculty members, students, parents and other society members.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 10.34

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
0	0	1	2	0

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Link for additional information	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: 2

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

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

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	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: 0

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	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Appraisal System for teaching and non-teaching staff

The faculty members are informed about the Performance based appraisal system (PBAS) in the induction program. Faculty evaluation is based on following categories.

CATEGORY: I. Teaching, Learning And Evaluation Related Activities.

CATEGORY: II. Co-Curricular, Extension, Professional Development Related Activities.

CATEGORY: III. Research, Publications and Academic Contributions.

Apart from that student feedback and feedback from external experts have given at most important.

1. Performance based appraisal system (PBAS): The appraisal for teaching staff is done as per the guidelines provided by UGC using performance based appraisal system. Performance based appraisal system (PBAS) is based on Academic Performance Indicator (API) in recruitment and Career Advancement Scheme (CAS) promotions of institution teachers.

API form has three major categories mentioned below.

The self-appraisal emphasize on the following traits:

Educational Qualification

Courses taught at the UG and PG levels.

Number of research scholars guided for M.Phil. And Ph.D.

Orientation and Refresher Courses completed

Number of Workshops and Conferences attended

Number of Research papers presented in Conferences/seminars

Number of Research articles and books published

Membership of Professional bodies.

Contribution to the College Extension activities

2. Students Feedback: Students feedback is taken at the end of every semester. Student evaluates faculties according to the measures like punctuality, domain knowledge, class control and many more. This feedback is analyzed and communicated confidentially to each and every teacher.

3. Feedback from external experts: Teacher's lectures are monitored by external experts according to subject once in a year. This is known as "Teachers Academic Evaluation". External experts (2 or 3)

assign grading and their evaluation is converted into average grade. Experts also mention points of appreciation and adverse remarks which are communicated individually by the Principal for improvements.

Each faculty member fills a Self-Appraisal Report at the end of each academic year. It is reviewed and acknowledged by IQAC coordinator or Principal and forwarded to the Management. Programme coordinator's feedback (orally) is collected and forwarded it to the management by the Principal.

Performance of non-teaching staff:

Every year a confidential report (C.R) in prescribed format is filled by each non-teaching staff member and submitted to performance reporting authority and finally accessed by performance review authority.

Finally performance appraisal report for teaching staff and confidential report for non-teaching staff is assessed and verified by management. Outcome of this process is communicated to the concern faculty either in writing or orally.

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
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Importance of Internal and External Audit

Para College of Commerce and Computer Studies has established a mechanism for conducting internal and external audits for all financial transactions to ensure financial compliance. Internal control is essential pect the financial and physical assets of the college. The audit is a method of testing the effectiveness of internal control and is a control mechanism in itself.

Budget Preparation:

The Principal of institution submits a proposal on budget allocation, by considering the recommendations made by the academic and administrative heads, to the College Development Committee (CDC) before the commencement of every financial year. College budget includes recurring expenses such as salary. electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non recurring expenses like lab equipment purchases, furniture and other development expenses. institution prepared the tentative annual budget for every academic year on the basis of previous year's budget and suggestions given by CDC.

Internal Audit:

The institution has appointed a Chartered Accountant as internal auditor. To ensure the integrity of financial and management information, there are internal controls to monitor and evaluate the effectiveness and efficiency of the college's environment and processes and to help drive operational improvements. All vouchers are audited by an internal auditor. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice to the account department, principal. Relevant document and explanation for the queries presented by the account department. Every effort is put in to maintain transparency in the financial records, and also to record corresponding documents of every financial transaction. Our audit also analysed the cost-saving opportunities of management actions. The auditor ensures that all the taxes and financial compliances are properly done.

External audit:

The external audit is conducted by the chartered accounting firm 'Mehta Shah and Company' within three months from the end of every financial year. The auditor examines all receipt and payment statements as well as income and expenditure accounts. Any queries in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The auditor ensures that all payments are duly authorised after the audit, the report is sent to the management for review. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

6.4.3

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

Response:

Institution Authorities have focused approach for mobilisation, periodical meetings are held with concerned stakeholders to prepare, draft and approve the plan for funds release to various academic activities such as resources availability for effective classroom and practical sessions (i.e. ensuring infrastructure well-lit classrooms, laptop, conference rooms is adequate and ambience for teaching is excellent), conducting assembly, examinations, extra-curricular activities like, guest lectures, competitions, days celebration, birth aniversary celebrations, Gatherings, college magazines etc.

Source of funds

• Tuition/Academic fee which is collected from students.

• Grants for organising various state level seminars, conferences and workshops from Savitribai Phule Pune University.

Financial assistance received from Savitribai Phule Pune University for Earn and Learn scheme

Funds received for organising the Bahishal Guest Lecture Series for the enhancement of students'

knowledge.

• Funds received for the expenditure of Sports Equipment from Savitribai Phule Pune University for the development of the sports department of the college which encourages students for their physical development.

• Funds received from well-wishers also contribute to the institute

• Building rents received for conducting various examinations like CA, CPT, ICWA, MBA (YCMOU). MPSC, UPSC etc.

Utilisation:-

The institution has a well-defined financial policy which ensures effective and optimal utilisation of finances for academic, administrative and developmental activities which help to implement the institute's vision and mission. Budget of the college is prepared every year by the college and approved by the College Development Committee. The funds received to the institution are utilised properly. Financial assistance received from Savitribai Phule Pune University under various schemes utilised as per guidelines of UGC and utilizations are submitted. Grant is also utilised for purchasing of equipment and utilisation is submitted to Savitribai Phule Pune University and approved by it. Fees received from students are used for development of the college, staff salaries, and are properly audited. Library services and Sports services are strengthened. IT infrastructure is increased. Number of workshops and seminars are organised. National and State level conferences or seminars or workshops are organised. Guest lectures, field trips and industrial visits are organised for students. Use of technology in the teaching-learning process has been increased. Maintenance of academic and physical facilities are carried out regularly. For each and every financial transaction proper permission is taken from CDC of the institution.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has a dynamic approach towards the institution's overall quality development in administrative, academic and management strategies. IQAC has channelized its efforts and moves for enhancing holistic excellence since the last five years. The inputs of different stakeholders are considered and discussed in the IQAC meetings to determine the future course of action IQAC as a centre pivotal point, ensures aspects of excellence and quality in the execution of different initiatives of 48 committees

Initiative 1: Academic and Administrative Audit :

Objective: To assess the performance of administrative, academic activities get inputs on best aspects and suggestion for Improving the quality of administration, teaching, research, curricular and extracurricular activities.

Process : Academic and administrative audit is done for academic year 2021-2022 from committee of one Chainrman and four members from different univerisities. Committee has observed administration, academic teaching learning process, evaluation system, feedbacks and outcomes etc. and given suggestions for imporvements.

Outcome:

These initiatives ensured quality enhancement. It also made everyone acquainted with required quality parameters. It apparently reflected in development of the academic, administrative and research standards in college.

Initiative2: Promotion of value systems for the holistic development of students.

Objective:

1) To inculcate desirable value systems among students.

2) To cater to the needs of the economy, society and the country as a whole.

Process: In view of the mission of our college, cultural committee in association with IQAC has contributed to disseminate knowledge based education on ethical values by Celebrating Birth Anniversaries of Founding Fathers, Political Leaders and Activists and by Celebrating various days including Science day, Women's day, World-Water-Day, World-Environment-Day etc.

In order to honor and remember their work, sacrifices, life, achievements, indomitable spirit and selfless service towards the nation, IQAC has commemorated these occasions by organizing several activities like PPT and poster presentations, Speeches by students and teachers, video, Model making etc.

Under the guidance of IQAC, the cultural committee implemented these important days with the help of class teachers of various classes. As per the schedule prepared at the beginning of the year, each class plans and organises the event in a creative and innovative way. Students prepare speeches on their biography and the importance is given to the takeaway message from their lives. This simple activity has insisted values and motivated students to decide the goal of their life.

This activity helps to nurture greater values from the local, national and international leaders. The seeds of cooperation and mutual understanding are inculcated among the students at a young age. It provides experiential learning and opportunity to emphasise the moral value.

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

6.5.2

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

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured

before the commencement of every academic year. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like compulsory/elective/add-on/remedial etc. on one hand and schedules of co curricular and extracurricular activities on the other.

The IQAC is also keen on teachers' training and retraining workshops organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices.

The most commonly used methods are projects, internship, field visits and ICT based teaching including LMS like Google Classroom. For further enhancement, many faculty members prepare specialized tools such as workbooks, practical handbooks, blogs, etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.

Designing and conduct of free of charge or affordable need based add-on courses is also a regular practice to bridge the gap between the university curricula and professional needs.

Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in year.

The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes.

As a quality measure, academic audit is also conducted by college and reports to be sent to management committee. IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance.

The success of this effort is seen in form of number students getting ranks, and other research competitions, placement in organisations within and beyond higher percentage of result. Some quality-enhanced measures taken by college are:

High Performing students are paired with the low performing students to achieve desired learning

outcomes

Participation in various Co-curricular activities. ICT usage in teaching-learning process.

? Tutorial Sessions for high Achievers. Remedial Classes.

? Coaching for NET/SET, CTET,PTET Examination.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 7.2

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
10	7	10	5	4

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

Our institution is devoted to cherish the relationship with its family members by constant touch-ups, institution interactions, and friendly get-togethers. A non-registered but functional till date Alumni Association has been established by the institution since 2017. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gathered together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumini also helps current students in their pre practice training. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, yoga workshops examination supervisions and first day orientation to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during demonstrations of micro skills in front of new students. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute over the years in growth and development of the institution. They donate books in the library. Due to covid19 an online alumni meet was arranged. This meet created nostalgic feelings and establishing ties among the alumni. Thus, rejuvenation of ties was rekindled and ignited. Following are the significant contributions of alumni association.

1. To arrange placement and absorption of employable students as well as extending full support for the same.
2. To maintain the updated and current information of all Alumni.
3. To encourage, foster and promote close relations among the alumni themselves.
4. To enable the alumni to participate in activities that would contribute to the general development of the college.
5. To arrange get together and social/cultural functions of the alumni
6. To let the alumni acknowledge their gratitude to their Alma Mater.

Cleanness in Campus:

1 Keep trash bins in each working station and class

. 2. Removal of the broken, waste and unusable material.

3. Encourage students and teachers to keep things away immediately after use.

5. Cleanliness activities as part of community service

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using alternate sources of energy. Energy conservation is a practice of reducing the quantity of energy use. It is attained through efficient energy use and by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Energy conservation is observed through placing sensor system in classes, LED lights, solar system, rain water harvesting etc. Beautiful garden and indoor plants are making campus eco-friendly. Waste management is done as per the norms. Tree plantation, minimum usage of plastic, no vehicle days, energy conservation promotion are our environmental awareness practices. From time to time, a **green audit** is in practice to streamline the ways of energy conservation. Conservation of energy has been done through various methods.

? Planting trees all around the campus so that there is a less usage of air conditioners.

? Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.

? Designing features of the building that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.

? Switching over to LED’s or CFL’s can save lot of energy. CFL’s last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.

? Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage.

? Using sensors for turning lights on or off in a room.

? Taking the time to power down the computers each afternoon can do a lot to reduce power usage.

? Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus greener.

? Switching the lights off when the students leave the classrooms.

? Unplugging projectors, televisions, computers and smartboards after the use. Energy can most efficiently used at Institute by trying to limit the electricity usage, turning off the lights.

? Reducing water wastage, recycling the waste etc.

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

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Pratibha College of Education is a promoter of an eco-friendly environment, hence providing a healthy and safe environment is our priority. The institution is fortunate to receive timely and efficient services of the Pimpri Chinchwad Municipal Corporation (PCMC) in terms of water and sanitation facilities. It helps the institutionin management of solid, liquid and hazardous waste. In this context, following methods of waste management have been adopted by the institution:

Solid waste management

With the aim to reduce (minimum) and to recycle the solid waste, adequate bins for waste have been kept across the campus for its collection and sorting. The biodegradable waste generated from tree droppings, canteen and other places are collected and dumped in compost pits for natural recycling. Later it is used as natural manure for trees and plants. Besides this, other wastes are disposed of to PCMC's daily waste collection vans.

Liquid waste management

The institution uses PCMC's drainage connection for liquid waste particularly for sanitary sewage management. There is negligible liquid waste other than this form generated on campus. Regular water supply maintenance is done to control water waste through checking the functioning of taps, leakages and pipelines by Institution Estate Manager.

Biomedical waste management

The institution runs B.Ed., DSM and M.A. Education courses. Hence very small scale biomedical waste get produce. Appropriate care is taken to manage this very smaller scale biomedical waste.

E-waste management

The institution is keen on reusing some parts of discarded e-material like RAM, hard disk, laptop batteries, CD drives etc. E-waste is collected from the computer laboratories and kept at E-Scrap (2nd floor, Management building) and bifurcated between recyclable and scrap e-waste. Accordingly, recyclable waste is given to Mahalaxmi e Recyclers, Kolhapur and other is returned to the dealers. Regular maintenance is carried out to ensure longer life of electronic equipment. E-waste collection drive Poster and Best out of Waste Competitions are conducted in this regards.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	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: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	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
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Cleanliness: The institution is supported with an efficient staff meticulously working towards keeping the campus clean. Everyday classrooms, labs, corridors, grills, windows mopped thoroughly. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. The air conditioners are annually serviced for efficient performance. Facility for clean drinking water is provided. Regular cleaning of overhead tank is taken up.

Sanitation: Institution ensures 24/7 water supply to all the washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day Air fresheners are placed to give an aromatic fragrance. Adequate number of washrooms, restrooms are provided for staff and students. As a part of science club activities the students' designs posters and banners sensitizing their peers regarding sanitation protocols, thus bringing significant behavioural changes. PCMC takes care of the maintenance of the sewage facility of the institution.

Green cover and pollution free environment: A campus located right in the center of the Industrial Hub of Pune City is prone to various pollutions mainly air pollution. To address to these issues, a green greenery is grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by a designated gardener and keen observation by the Principal. Inside campus, a garden is maintained with over a variety of shrubs, plants and flowering creepers adding to the serene atmosphere. Many of the plants are of medicinal value. Institution has participated in the competition called **Majhi Vasundhara** organized by PCMC (Pimpri Chinchwad Municipal Corporation) and received 2nd prize of rupees 31,000. In this competition various activities like tree plantation, cleanliness rally etc. on environment protection were conducted by students of Pratibha College of Education. The boundary walls in this area are painted with ecological messages, pictures and drawings sending a messages of an eco-friendliness. These messages act subconsciously on the students to embrace values such as sustainable living, protecting the environment and so on. The open-to-sky Amphitheatre is also maintained regularly and used for open air activities. The library, which is the hub of knowledge acquisition and learning is kept clean and dust-free. The book racks are dusted regularly. Sometimes

books are shifted according to its subject entries into new cupboards/shelves.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for 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: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	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: 16.6

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
0	0	0	.1	8.7

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

7.1.8

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

Response:

Locational Knowledge and Resources

This institution has an advantage of being located in the heart of PCMC(Pimpri Chinchwad Municipal Corporation), which is known as Detroit of the East. National and multinational automobile companies like Tata motors, Bajaj, Force, Jayahind, IT sector, Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the institution. Bakery, Stationery shops, pharmacies are at our disposal. On the call doctors are available across the road. Resource persons, faculty from neighboring institution of education, principals are invited for seminars, workshops and conferences. Institution has collaboration with more than 25 schools of CBSE, ICSE and state boards. Students complete the internship and practice lesson modules of the teacher education programs in these partner schools. Experts are invited from the parent university.

Hostels and PGs for boys and girls are recommended to students traveling from a distance, which can be availed at affordable prices, especially during examinations.

Pimpri Chinchwad Science Park is one of the latest activity based Science Centre of Pune region and it is very close to the institution campus. The Science Centre houses Galleries on different themes of Science & Technology, Activity area, Inflatable Taramandal, Auditorium and open air Science Park spread over 3.5acres, which helps the student teacher to explore science in an entertaining way.

Ramkrushna More Auditorium is an Auditorium near to the institution wherein educational and cultural programs are conducted.

Auto cluster exhibition center Auto exhibitions, mental and physical well-being activities are held. Traveling agencies and immigration consultants are some of the much needed resources available on the same street as the institution for instant bookings in an emergency.

Institution is surrounded with many sports grounds and complexes like Madanlal Dhingra Stadium, Anna Saheb Magar Krida Sankul, Indrayani Krida Sankul etc., which aids in various sports activities and programs in B.Ed. course.

Chaphekar Wada, Bhaja Caves, Dhammabhoomi at Dehuroad, Pratishirdi Mandir etc. are some historical places which give exposure to historical places and cultivate pride for our heritage.

Institution is associated with the ‘Cancer care Support Group’ which works to bring awareness about Breast Cancer among women. Their experts are called for extension talks and Breast Cancer Day celebrations to spread awareness and educate about breast health.

To harness inclusiveness, the institution organizes visits to the nearby Kamayani School for Physically Challenged, so that the students’ teachers are exposed to the facilities available to students with disabilities.

Community Practices

There is a strong PRO with all our co-operating schools and the teachers are free to access any resources from our campus. During internship student teacher trainees have access to all scientific and ICT based equipments from all the laboratories for conducting lessons and practical activities related to the content in subject methodologies. Community Leverages are established with Mandals, NGO (URJA PRATISHAN) to contribute in organizing outdoor extension activities.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.9

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

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

Response: C. Any 2 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 I

Title: Excellent Lesson Performance Trophy

Objectives:

? To expand the learning experiences by providing opportunity to observe various innovative lessons.

? To provide stage to demonstrate the best lessons.

? To introduce with various innovative approaches and methods of teaching.

Context:

"Excellent Lesson Performance Trophy" (ELPT) an intercollegiate competition started from January 2017, the idea behind is each institution will conduct lesson competition with the same objectives and the winner can be sent for ELPT. This way all institution students will get an opportunity to observe, participate and demonstrate best lessons. The competition has received responses from various institution in Pune of 4 different universities that is Savitribai Phule Pune University, S.N.D.T Women University, MIT World Peace University, and MIT ATD University.

Practices:

EXCELLENT LESSON PERFORMANC TROPHY

Kamala Education Society's Pratibha College of Education have been providing hands on experience to their Teacher Trainers Since last 13 years. institution organizes various activities and provides a platform for students to master various skills and develop their personality as an efficient teachers. Taking this tradition further our institution is please to introduce with this innovative idea of providing platform to students to perform and observe best lessons through "Excellent Lesson Performance Trophy an inter institution competition. Pratibha college of Education has taken initiative to start an innovative inter institutioncompetition first time in Pune, since academic year 2017., "Excellent Lesson Performance Trophy" which is a rotating trophy.

Best Practice II

Title: Vilay- PCOE as torch bearer of Urja Pratishthan's Prakashalay (NGO)

Objectives:

The objective to sign Memorandum of Understanding (MoUs) with this NGO is to stimulate and facilitate collaborative and mutually beneficial programs which serve to enhance the academic standard, professional & social skills and intellectual life of students of both institution.

Context:

Vilay- PCOE as torch bearer of Urja Pratishthan, is a program, under which both the parties collaboratively and mutually organize programs like Career and personality development program, Donation drives of Brail Books, Daily Utility, Clothes etc., Exchange of Ideas, thought, knowledge and art, Comparative studies related to curriculum framing, Infrastructure, Instructional Strategies etc., to enhance the academic standard, professional & social skills and intellectual life of students.

Practices:

Annual Gathering Celebration with Vilay
Social Service Activities with Vilay
Mentoring Session for Urja Pratishthan's Pakashalay students under Vilay
Donation drives for and with Vilay
Fun and Interactive activities with Vilay

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:

Institution Distinctiveness

Pratibha College of Education stands as a paragon of excellence, steadfastly committed to nurturing a new generation of educators who embody the principles of innovation, social responsibility, and an unwavering dedication to the advancement of education.

What makes us distinct?

Pratibha College of Education embraces the conviction that fostering an immersive and nurturing milieu, along with the guidance of inspiring teachers and a steadfast vision, culminates in the cultivation of socially responsible and innovative mind set . The institution aims to cultivate responsible citizens who are equipped with the innovative Pedagogical skills to make a positive impact on society. Students are encouraged to develop a sense of social responsibility and are provided with opportunities to actively participate in community service and innovative practices. The institution has shown its distinctivenss mainly in Innovative Learning,Empirical Learning, Co-operative Learning, Eco-centric Learning & Service Learning.

Innovative Pedagogical Approach: The institution strives to cultivate an environment of innovative pedagogical approach. Humanistic values are integrated into the teaching and learning processes. following are the ways to achieve this innovation.

ELPT (Excellent Lesson Performance Trophy): The institution has introduced ELPT as a platform for student teachers and in-service educators. ELPT promotes the dissemination of contemporary skill sets among secondary students. It empowers aspiring teachers and provides opportunities for collaboration with educators from neighbouring institutions to explore innovative ideas and methods of teaching.

Enhancing Secondary School Education: Pratibha College of Education focuses on augmenting the quality of secondary school education. Cutting-edge professional training is provided, incorporating inventive methodologies and modern technologies. **Workshops on Models of teaching where models like the** 5E model, advanced organizer model, and concept attainment model etc. are conducted to enhance pedagogical expertise.

Research-Oriented Culture: The institution fosters a research-oriented culture among student teachers and in-service educators. **Workshops on Action research** and Lectures by esteemed scholars promote research skills and a spirit of inquiry. Students are encouraged to contribute to the advancement of educational practices through research and innovation.

Collaboration and Enrichment: Pratibha College of Education leverages collaborations with educational institutions. National and international seminars, workshops, and guest lectures are organized on diverse topics such as soft skills, competitive exams, entrepreneurship, and emerging areas. Students benefit from the expertise of esteemed experts drawn from various disciplines, enriching their learning experiences.

Commitment to Academic Excellence: The institution is unwaveringly dedicated to academic excellence. Collaboration with esteemed educational institutions enhances the pursuit of knowledge beyond the prescribed curriculum. The institution explores new frontiers of knowledge, incorporating the

latest technological advancements, skillsets, and values relevant to education and society.

Seminars, Workshops, and Guest Lectures: National and international seminars, workshops, and guest lectures are integral to the institution's offerings. Diverse subjects are covered, including soft skills, competitive examinations, entrepreneurship, and emerging domains like artificial intelligence, climate change, and disaster management.

Bahishal and Lifelong Learning Programs: The institution offers the Bahishal and Lifelong Learning programs to foster a lifelong pursuit of knowledge. These programs provide opportunities for continuous learning and personal growth.

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

5. CONCLUSION

Additional Information :

During last five years 50% staff was Ph.D. qualified from remaining 40% have registered for Ph.D, also 90% teachers with UGC NET, SET qualified. Some faculty members are pursuing Ph. D. degree after joining Some senior faculty members are acting as supervisors and guide of Ph. D. students in Savitribai Phule Pune University. All faculty members are encouraged to apply for research projects by management and principal. The main goal of college is to take up major and minor research projects from various agencies. Institute focusses on value based quality education. Students are aware about NPTEL courses and they are enrolled for the same. Principal and staff members are invited in conferences as an expert, in schools as a trainer, in various institutes as a guest lecturers. Institute is committed to help student teachers to reach their potential. Eminent personalities from the field visited college and noted their application which is motivation for college development. Along with theoretical knowledge, institute is having focus on practical experiences to students keeping in mind vision and mission statements. Our students work in schools as a part of internship. They have received appreciation letters from internship schools. In operative aspects, we have planned to get major and minor research projects and to design MOOCs courses.

Concluding Remarks :

Established in 2008, Pratibha College of Education, affiliated to Savitribai Phule Pune University and recognized by NCTE, is having continuous focus on Quality and Value based education. Principal and all faculty members are trying their level best for the all-round development of the student teachers. Along with academics, we are emphasizing on skill development of student teachers. In first year rigorous training of teaching practices is provided to students. We used to focus on every aspect of student development. Infrastructure is well equipped to fulfill institutes goals and objectives. Leaving no stone unturned and sticked with mission and vision of institute, various activities are conducted in institute which includes co-curricular, extra-curricular, social activities and innovative practices. Placement cell takes care of placement of students. Alumni association is in proper function. Many eminent personalities were visited the institute. As student teachers are the nation builders, we are inculcating personal, social and national values among students. Staff members prefers blended mode of teaching. Along with traditional methods we are using technology and various innovative practices in teaching learning process. The institute is taking consistent efforts to flag the path of quality and excellence.

With rigorous curriculum planning, best teaching learning process with excellent student results, good research culture, sufficient and well equipped infrastructure, good coordination with alumni, exceptional leadership, we are working towards excellence in the field. 'Whatever you do, do it best' is the message from our management. Keeping this in mind, we are doing many best practices in the institute. Excellent Lesson Performance Trophy, Workshops on Models of Teaching, Constructivism, Action Research, Seminars, Workshops, Various guest lectures, Bahishal and Lifelong learning programme, Green initiatives, Environment protection activities are some of them which shows the distinct path of our institute.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>At the institution level, the curriculum planning and adoption are a collaborative effort;

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

1. Faculty of the institution

2. Head/Principal of the institution

3. Schools including Practice teaching schools

4. Employers

5. Experts

6. Students

7. Alumni

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 3 of the above</td></tr>
<tr><td>1.1.3</td><td>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. Website of the Institution

2. Prospectus

3. Student induction programme

4. Orientation programme for teachers

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above</td></tr>
<tr><td>1.2.2</td><td>Average Number of Value-added courses offered during the last five years

1.2.2.1. Number of Value – added courses offered during the last five years
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>03</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table></td></tr>
</table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	00	00	00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	00	00	00	00

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	00	15	22	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	00	15	22	07

1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** **1. Mentoring / Academic Counselling** **2. Peer Feedback / Tutoring** **3. Remedial Learning Engagement** **4. Learning Enhancement / Enrichment inputs** **5. Collaborative tasks** **6. Assistive Devices and Adaptive Structures (for the differently abled)** **7. Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents provided by the HEI
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: No Special effort put forth in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 09 Answer after DVV Verification: 9
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

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

09	09	09	07	08

Answer After DVV Verification :

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

Remark : HEI has not provided details and supporting documents as per metric and NAAC SOP. Values have been updated accordingly.

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

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

Answer before DVV Verification : 150
Answer after DVV Verification: 20

Remark : Documents provided by the HEI do not justify the claimed input.

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

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

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: D. Any 1 of the above

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

1. Special lectures by experts

2. 'Book reading' & discussion on it

3. Discussion on recent policies & regulations

4. Teacher presented seminars for benefit of teachers & students

5. Use of media for various aspects of education

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

	Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: E. Any 1 or none of the above
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Data updated as per the supporting documents.
2.4.3	**Competency of effective communication is developed in students through several activities such**

	as 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided the supporting documents as per SOP
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided the supporting documents as per SOP
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** **1. Preparation of lesson plans** **2. Developing assessment tools for both online and offline learning** **3. Effective use of social media/learning apps/adaptive devices for learning** **4. Identifying and selecting/ developing online learning resources** **5. Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 24 Answer after DVV Verification: 24
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Link provided by the HEI is not working.
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: E. None of the above Remark : HEI has not provided the relevant documents.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
2.7.4	**Performance of outgoing students in internal assessment** 2.7.4.1. **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year** Answer before DVV Verification : 62 Answer after DVV Verification: 25 Remark : HEI has not provided the supporting documents as per SOP
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: E. None of the above
Remark : HEI has not provided the supporting documents as per SOP

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	13	2	3

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents.

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**

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Data updated after excluding the books without ISBN numbers.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	6	5	5

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	70	72	55

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	70	72	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	25	0	50

Remark : HEI has included " Days" and "Celebrations" under the metric. Values have been updated considering activities related to the intent of the metric

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : C. Any 3 or 4 of the above
Answer After DVV Verification: D. Any 1 or 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.38	1.31	0.47	0.92	1.64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.3	1.3	0.4	0.9	0.6

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**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.018	0	0.056	0.362	0.79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.01	0	0.05	0.3	0.7

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

4.2.5.1. **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 805
Answer after DVV Verification: 752

4.2.5.2. **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 592
Answer after DVV Verification: 592

4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**
Answer before DVV Verification : 268
Answer after DVV Verification: 608

4.2.5.4. **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**
Answer before DVV Verification : 606
Answer after DVV Verification: 566

4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working**

	days) during the last completed academic year. Answer before DVV Verification : 553 Answer after DVV Verification: 462
4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above
4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 100 Answer after DVV Verification: 100
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 6.30 | 3.56 | 6.09 | 4.71 | 3.95 Answer After DVV Verification : 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 13.3 | 6.9 | 1.0 | 12.3 | 12.3
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning**

	Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents.
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : B. Any 7 of the above Answer After DVV Verification: D. Any 5 of the above
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: C. Any 3 or 4 of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks** **2. Outside accommodation on reasonable rent on shared or individual basis** **3. Dean student welfare is appointed and takes care of student welfare** **4. Placement Officer is appointed and takes care of the Placement Cell** **5. Concession in tuition fees/hostel fees** **6. Group insurance (Health/Accident)**

	Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above Remark : HEI has not provided the sufficient documents for the claimed input.
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 10 Answer after DVV Verification: 8 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 0 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 02 Answer after DVV Verification: 00
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 12 | 12 | 09 | 09 | 11 Answer After DVV Verification : 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 2 | 3 | 3 | 5 | 8 Remark : Data updated after excluding any day celebration
5.4.2	**Alumni has an active role in the regular institutional functioning such as** **1. Motivating the freshly enrolled students** **2. Involvement in the in-house curriculum development** **3. Organization of various activities other than class room activities** **4. Support to curriculum delivery** **5. Student mentoring** **6. Financial contribution** **7. Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Data provided by the HEI are not clear

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

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

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : HEI has not provided the supporting documents as per SOP

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**

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	2	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	15	10	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	10	5	4

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

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

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

7.1.3 **Institution waste management practices include**

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

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

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

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

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

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

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: B. Any 4 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	.162	8.7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	.1	8.7

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**

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

2.Extended Profile Deviations

ID | Extended Questions

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
188	173	175	162	113

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
187	173	175	162	113

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	66	82	56	39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
94	74	95	63	45

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	66	82	56	39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	67	88	57	39

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	82	99	67

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	98	82	99	74

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	12	12	14

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	6	6	8

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1444779	812738	1137800	149307	1374398

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.4	8.1	11.2	5.6	13.7

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

Answer before DVV Verification : 89

Answer after DVV Verification : 60