



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

H.B. B. Ed. COLLEGE

PLOT NO. 16 AND 17, SECTOR 10A, VASHI, NAVI MUMBAI,
400703

<http://hbc.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The H. B. B.Ed. College affiliated to University of Mumbai is recognised by Western Regional Committee of National Council of Teacher Education (NCTE) since 2006 and is governed by Sainath Education Trust, Vashi, Navi Mumbai. It is co-educational and caters to the educational training needs of the teachers. The college is located in close proximity to Vashi Bus Depot and local suburban railway station Vashi.

The College has committed and dedicated teaching staff approved by University of Mumbai for curricular transaction in a befitting manner. Over the years the college has gained reputation as one of the colleges giving importance to both curricular and co-curricular activities and provides an opportunity to those students from lower strata of the society who cannot afford full regular fees by making provision for payment through installment and waiver of fees in exceptional cases.

Due to the efforts made by the teachers the college gets financial support from different Government agencies to organise seminars/conferences every year to widen the knowledge base of teachers and students and for exchange of ideas. The teachers of the college do participate and present papers in the seminars/conferences and are actively involved in the paper setting, assessment work and other examination related assignment of the university. The teachers of the college also contribute to the policymaking processes of the university as Member of Board of Studies in Education and Member of syllabusframing committee.

Vision

Empowering the Teaching Community.

Mission

- ♦ To empower students with the knowledge, skills, compassion and integrity needed to contribute and succeed as responsible, lifelong learners in a competitive global community.
- ♦ To encourage and recognize excellence of students and staff.
- ♦ To provide a supportive and flexible learning environment while maintaining current teaching strategies.

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

The core philosophy of this college as outlined in its vision document is empowering the teaching

Community. To this end the college focuses all its attention to empower the teachers through different ways.

The teachers are encouraged to attend, participate and present papers in national and international seminars and conferences to widen and broad base their horizon of knowledge.

Qualified and approved teachers working in the college on a mission mode with commitment to teaching. Average years of teaching in this college are more than 10 years indicating the continuity and stability in the system.

Strategically located the college is within easy reach by road and railway connectivity.

Huge playground for co-curricular activities and sports.

The college provides educational opportunity to those who cannot afford full fees through installments. Fee concession is also given in selected cases.

The college is having its own practicing school both in Marathi and Hindi medium.

Institutional Weakness

Although the college organises many activities it has not been able to keep documentary evidences in each case. The college has not been able to develop e-content as required in the present-day context.

The college is facing following hurdles:

- 1) Paucity of funds and resources
- 2) Lack of Scholarships/ free ships adversely affects the general students of the college
- 3) UGC and other Central/State Govt. agencies are not giving grants to Self-financing Colleges.
- 4) Very less scope on innovative practices due to rigid minds of practicing schools.

Institutional Opportunity

Institutional Opportunities

- ♦ Management Support
- ♦ Geographical Advantages
- ♦ Design pedagogical practices for degree College Faculty.
- ♦ Certificate course in Nursery Teaching by University of Mumbai
- ♦ Functional Counseling Cell
- ♦ Involvement of Alumni in Teaching and mentoring activities
- ♦ Academic Collaboration (MoUs) with 3 organisations

- ♦ Join hands with NGO-Social Organisations for accomplishing Government missions and programs such as Swachh Bharat, Beti Bachao- Beti Padhao, and Women Empowerment etc.

The students of this college are exposed to and get familiarise with the additional academic support it provides such as Personal Contact Programme Center for MA Education programme of University of Mumbai and a Study Center of YCMOU Nashik.

Institutional Challenge

Presently the college is a standalone teacher education institute and as per NEP 2020 we need to implement four-year Integrated Teacher Education Programme. We have to meet this challenge of integrating B.Ed. programme in our degree college for B.Sc. B.Ed. and B.Com. B.Ed. programme.

Implementing other aspects pertain to teacher education of NEP 2020 is also a great challenge and we are prepared for this.

Declining reading habits and footfall in the library by the students has some worrisome effects. We need to plan accordingly.

Some Challenges being faced by the college are:

- ♦ Setting up a new environment for multi-disciplinary/ 4-year ITEP
- ♦ Promote Research and innovation in Teacher Education
- ♦ Quality teacher training to combat with emerging high standards
- ♦ Attitude of young minds towards teaching profession

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the syllabus framed by the Board of Studies in Education and subsequently approved by the Academic Council and Management Council of the University of Mumbai as it is an affiliating college. Therefore, while the syllabus is framed by the university the onus of its implementation lies with the college. The Principal of the college being a Member of the Board of Studies in Education is actively involved in syllabus framing. With that experience she motivates and guides the teachers for its successful implementation in a stress-free manner.

The curricular aspect is planned before the beginning of academic session keeping in mind the number of holidays in a semester and actual number of teaching days available for curriculum transaction. Accordingly, semester/year wise plan is made. To give meaningful proposition to curriculum transaction experienced teachers from other colleges and university faculties are roped in.

Also, plan is made to look into the co-curricular activities that are to be organised during the year along with curricular activities. The college having offered Extension activities of the University of Mumbai plans outreach programs and extends its wings for social service.

Teaching-learning and Evaluation

The college being a professional college for pre-service training of teacher's importance is given for teaching learning and evaluation as it forms a vital part. For teaching to be effective the teachers are given proper orientation and they have been allowed to participate seminar/conferences at state and national levels to broaden their knowledge horizon.

Teaching is not complete unless learning takes place. Therefore, learning outcome is more important and the college plans for continuous assessment of the students' performance through a variety of means like internal assessment tests, quizzes, competitions etc.

Besides teaching learning the substantial part of B.Ed. programme lies in its Practice Teaching Lessons delivered in the schools and supervised by the teachers so also Internship programme.

The University follows the 40/60 pattern of continuous assessment of students' performance through Internal Assignment and final University examination be it offline pen and paper test or online CBT based mode of assessment.

There is also scope for revaluation if a student is not satisfied with the assessment done and s/he can appeal to the university for revaluation. Students satisfaction is kept in mind in the college as well as in the university guidelines.

Infrastructure and Learning Resources

The college is having very good infrastructural and sport facilities as per NCTE norms, besides well-ventilated classrooms, multipurpose hall, classrooms and guidance/tutorial rooms the college provides self-study facilities in the library and Digital E-resources equipped with multiple copies of text books/eBooks prescribed by the university and reference books. The library/Knowledge Resource Centre also subscribes to few newspapers in English and Marathi languages and education journals for the students. It also has computers with internet connectivity for referring to some e-resources.

For co-curricular activities, the College has a playground for the benefits of the students to keep them healthy and fit. The college also has Wi-Fi connectivity and CCTV cameras.

Student Support and Progression

Students play an important and active role in any educational institute as they are centre to the fulcrum of educational pyramid. Therefore, it is very essential to provide a congenial atmosphere for learning. The college provides all kinds of support to the students for achieving their goals in life including successful completion of the course/programme in which they are enrolled. The pass percentage of the college is invariably between 95 to 100 percent indicating the success of the course in which they are enrolled,

The college also provides remedial coaching and pays extra attention to those who are weak in studies or those who cannot catch up with other students from the general lectures delivered in the classroom.

The students conduct various activities and programmes like plays and acts during the College functions. Our students participate in the inter college sports meet, Other competitions like inter and intra college competitions, Annual Sports Day and Women's Day celebrations are conducted. The programmes like EK -BHARAT SHRESTH BHARAT is also organised and other cultural programmes.

The college provides Transcript certificate and other details to students who seek admission opportunities abroad. Transfer Certificate and verification of marks is also provided to the students for their higher studies.

Governance, Leadership and Management

The college is blessed to have a very proactive management which runs this college as well as some sister concerns such as schools, Junior College and Degree College. There has been least intervention from the management side in the functioning of the college and the Principal is given a free hand on academic matters. The management is also very supportive of the new ideas put forth by the faculty of the college for the improvement of the college. The members of the management pay attention to issues raised by staff members and listen to their points of view as well as grievances if any.

The management is having benevolent approaches towards the education of the people from weaker sections and those who cannot afford fees.

Institutional Values and Best Practices

The college believes in providing educational facilities to those who cannot afford the regular fees of the college by giving some kinds of concession in remittance fees in installment or waiver of fees. This gives a strong signal about the intent of the college management.

The college is actively involved in extension activities and renders valuable social service to the nearby villages and slum community people in association with Rotary International Club (GARIMA) exclusively for Women.

Although the college is being run on no grant basis from the Government it organises conferences and seminars every year and receives financial support from government agencies.

Research and Outreach Activities

Although the college especially a professional teacher education institute is primarily a teaching learning college still research has not taken a backseat. The faculty members of the college find time to do some research into areas that needs to be focused as per national priorities in research and prepares proposal for submission to the University for funding under Minor Research Project. The faculty members of the college are awarded Minor Research Project grants by the University on a regular basis.

The faculty members have good number of publications in the form of edited volumes and research articles in journals; The Principal of the College is a recognised PhD guide of the University of Mumbai and has successfully guided two students for award of PhD degree also for M.Ed. dissertations. Guidance is also given to the B.Ed. students for doing action research.

The college is at its best in its outreach activities and is actively engaged in social/community service through Rotary International and Extension activities of the Department of Lifelong Learning of University of Mumbai.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	H. B. B. Ed. COLLEGE
Address	Plot No. 16 and 17, Sector 10A, Vashi, Navi Mumbai,
City	Navi Mumbai
State	Maharashtra
Pin	400703
Website	http://hbc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swarnalata Harichandan	022-27880819	9869070025	-	s_harichandan@hotmail.com
IQAC / CIQA coordinator	Roshani Kharat	022-7710905953	9967596528	-	roshani.v.kharat@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	Yes 4Minority Letter.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic
Any Other	

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	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	29-07-2015	94	However, the first recognition of NCTE was on Thirty First August Two Thousand Six

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	Plot No. 16 and 17, Sector 10A, Vashi, Navi Mumbai,	Urban	1.423	3071.66

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	B.Ed., Education	24	Any Graduate with minimum percent and CET	Marathi	50	50

Position Details of Faculty & Staff in the College

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

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

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

Qualification Details of the Teaching Staff

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

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

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

Details of Visiting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		4		4

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	7	1	0	0	8
	Female	34	8	0	0	42
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	1	0	2	
	Female	0	1	3	1	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	1	1	0	
	Others	0	0	0	0	
OBC	Male	0	1	0	0	
	Female	1	1	3	1	
	Others	0	0	0	0	
General	Male	3	4	6	3	
	Female	46	41	36	43	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		50	50	49	50	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 envisages quality in teacher education programme among others. It also talks about gradual implementation of Integrated Teacher Education Programme across the country and by the year 2030 this will be the requirement of teachers. It also talks about locating standalone TEI in multidisciplinary set up. Keeping the above key features of NEP 2020 in view the College is fully prepared to implement the guidelines in a phased manner. The teachers are also oriented so also the Management apprised of the recommendations of NEP 2020 and the consequences of its implementation. The statutory regulatory authority such as NCTE WRC will also be approached for necessary permission. The College could possibly be a Department of Education in our degree college which offers programmes in Commerce and Science streams making it truly multidisciplinary.
2. Academic Bank of Credits (ABC):	The college encourages students to register in SWAYAM portal for online flexible education. They have been advised to join courses of their choice which is available freely by Government of India. There has been a provision for possible transfer of credits in the student's Internal Assignment for the course on Communication Technologies in Education in the SWAYAM portal. The college is in touch the affiliating University of Mumbai for further guidance on matters pertaining to creation of ABC and its repository. Awareness about Digilocker has been created and students have opened individual accounts.
3. Skill development:	Students are imbued with the pedagogical skills during internship and lesson plan delivery in schools.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The UGC has recently launched some courses on Indian Knowledge System which is available in SWAYAM portal. The students have been encouraged to enroll for a course on Communication Technologies in Education in the SWAYAM portal. This course is also available in eight Indian languages and is completely online.
5. Focus on Outcome based education (OBE):	The teacher education programmes of this college focuses primarily on learning outcome which ultimately leads to outcome-based education.
6. Distance education/online education:	The college uses online platform such as SWAYAM and has been the Study Center of distance learning

Institute like YCMOU, Nashik and University of Mumbai IDOL.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' coordinator and coordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The students visit to the nearby slum areas and make them aware about the citizenship and value of casting one's vote during election. Also, the students appraise the community members about the welfare measures taken by the Government of India and Government of Maharashtra from time to time. As a part of 75 year of India's independence Har Ghar Tiranga programme was initiated by our college and campaign was launched in the nearby slum area by distributing flags and making them aware about the importance of the day..
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.	Awareness programmes on Beti Bachao and Beti Padhao.
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.	Efforts will be made when appropriate time comes or when the election dates are announced be it for Municipality or State Legislature

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
99	99	100	100	83
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
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5
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
47	49	47	46	32
File Description		Document		
List of final year students with seal and signature		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
47	47	45	41	29
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
50	49	50	50	50
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
6	6	6	6	6

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the teachers	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
8	8	8	8	8

File Description	Document
University letter with respect to sanction of posts	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
11.71	9.89	12.81	14.80	12.46

File Description	Document
Audited Income Expenditure statement year wise	View Document

3.2

Number of Computers in the institution for academic purposes.

Response: 28

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

4. Quality Indicator Framework (QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The curriculum is primarily developed by the University and handed over to the affiliating college for implementation. For effective implementation of curriculum teachers of the college prepare year plan, academic calendar, unit plan and scheme of work before the beginning of the academic session.

As the session begins and goes on periodic course corrections are planned and necessary steps are taken to tackle the situation. If due to any exigencies there are a greater number of holidays then there is a need to bring in some changes in the academic plan prepared such as duration of practice teaching timing of school visits etc.

The academic plan for the whole year is being prepared and maintained before the session starts.

Since in the B.Ed. programme multiple activities take place simultaneously such as classroom teaching, school visits for consent letters, practice teaching, library reading. Group discussions, tutorials etc. there is a need to plan each activity minutely and see to its proper implementation.

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: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
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 Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 73.33

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
11	11	11	11	11

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
15	15	15	15	15

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: 2.6

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
3	2	3	3	2

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: 45.95

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
47	49	47	46	32

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: B. Any 3 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: 45.95

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
47	49	47	46	32

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

1.3 Curriculum Enrichment

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

Response:

Teacher education refers to programme. Policy and procedures designed to equip the prospective teachers with the knowledge, understanding, skills, attitude, behaviour, approaches and methodologies to perform their duty effectively. The college arranges motivational talks, invited lectures and success stories of educational thinkers etc.

Various programmes like Diya painting, Rakhi making, Greeting's Cards making, Pickle preparation, Soapmaking, and Book binding etc. are organised in the college on various occasions.

In order to inculcate social, moral, aesthetic and cultural values etc. the college organises activities like Postercompetition, Community visits, Speech competition etc.

Attitude like caring and kindness, willingness to share responsibility, sensitivity to student's diversity, providing meaningful learning experiences etc. are developed among the students through various ways and means.

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
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:

The college through lectures makes the students aware about the school system in India and the different boards of education such as State board, CBSE board, ICSE board, IB board and NIOS etc. The college makes arrangement of special lectures by inviting experts in the area to address the students. Students are also advised to refer some books on Comparative Education to know the educational systems of other countries.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	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:

Teacher education programme is multidisciplinary in many respects such as domain knowledge and knowledge of pedagogy is required for effective classroom transactions. Students have wide range of exposures from classroom teaching to the experiences of practicing schools and contacting with the Heads of the schools for practice teaching and internship etc. Besides teaching the students have to learn how to make the students disciplined and learn ethical values. Thus, the job of a teacher educator is challenging and manifold. All this is possible due to the participation of teachers in inculcating those values.

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: A. All of the above

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

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 99.6

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: 72

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
4	5	5	1	3

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
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
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 assessment process is in place at the entry level which is Common Entrance Test (CET) for B.Ed. students. On clearing the CET, allotment letters are provided to the students. After the admission process is complete the college organizes an induction meeting for all the freshly enrolled students. The students are informed in detail about the college and the rules and regulations. The college organizes content tests, interviews, class tests, and written tests. Students are administered teaching aptitude tests, learning style questionnaires, Multiple intelligence tests, etc. at different points of time to find out their performance. The poor or low achiever students have been identified and given special attention by the teachers by organizing special extra lectures and providing study tips. Since the teacher education program is a highly professional education program it is very important to give minute attention to each segment. Therefore, it needs to be planned very meticulously. Assessment in the B.Ed. program is a continuous activity and goes on throughout the year.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

Response: C. Any 3 of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 16.5

2.2.4.1 Number of mentors in the Institution

Response: 6

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

2.3 Teaching- Learning Process

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

Response:

Teaching in B.Ed. College is complex no doubt as it involves preparing future teachers of the country. Therefore, students are exposed to multiple teaching techniques. The following approaches/activities are

adopted in the college. 1) We teach students through student-centered methods like discussions-brainstorming, project work, seminars, etc. Students consult their respective teachers/mentors for their personal, academic and vocational problems. Through community work activity students visit slums in order to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in slum areas like Cheeta camp in Mankhurd, Vashi. Even the college arranges Rally about women's empowerment with the help of various NGO's such as the Rotary Club of India etc. which gives students a platform to enhance their life skills. 2) Experiential learning- The college arranges field trips such as 'Trail Blazer' to biodiversity parks, heritage sites, etc. are organized to promote grass root level of understanding of concepts. 3) Participatory Learning: It includes debate, educational visits, group discussion, role play, team teaching implementing to teach various topics of education. The College's in-house events like the Nature Club, Swachh Bharat Mission and Blood Donation camp. etc. Allow students to develop community spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare t.4) Core subject of Childhood and Growing up (CC1) extensive use of case studies to improve the problem-solving ability of the students. The use of ICT & e-resources by students is encouraged. The college employs an interactive approach through discussions, debates and group presentations with PPT to encourage greater participation and interactive learning. 5) Core course assignments- project work is assigned in all practical subjects to encourage teamwork and participative learning. The College Newsletter is published to nurture creativity and other skills. 6) Research and Outreach Cell-College exposes students to field-based research and sensitizes them through outreach programs such as teaching slum people and providing food and clothes to slum people. 7) Extension work- Quizzes, skits, poster making, guest lectures and various competitions are held during the year. Students also participate in organizing cultural programs too. 8) Even the college took initiative to organize FDP under NAI TALIM for teacher educators and another FDP for primary teachers, in this program our B.Ed. students also joined to teach mathematics constructively, using blended teaching in languages and the jigsaw method used to teach history subject. It's a completely experiential learning experience for students.

During all these activities students are helped in enhancing motivation, leadership skills, professional skills and positive attitude etc.

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: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management

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

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

File Description	Document
Data as per Data Template	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:** 49.49**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: 49

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	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: C. Any 2 of the above

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

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

Response:

The students are grouped under the supervision of mentors with 10 students to cope with academic and professional growth. They are encouraged and guided to participate in scholastic & co-scholastic events. Four semesters' activities are monitored by the concerned mentors with learning experience such as giving assignments, psychology experiments, action research projects, extension activities, college in-house programs, seminars, and workshops for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for SWAYAM Online Certificate Course of Communication Technologies in Education (CTE) in order to groom them professionally. The student-teachers are motivated by the opportunity to enhance their professional growth by participating in intercollegiate competitions. The content and pedagogical knowledge are enriched by participating in the mentoring process. In regular classes, after teaching of each unit some assignments are given to the students, and even some topics are given for self-study. Teachers guide students to use library books and educational magazines. Our library is having multiple copies of the same title with different authors so students can use and study them comparatively. Students prepare time-table for their allotted school for theme-based lessons, co-teaching lessons, Nai- Talim lessons etc. For all these objectives students can learn positive attitude, self-confidence, life skills, emotional intelligence through their guide teachers. Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help in fees as well as in installments of fee structure, psycho-emotional support and techno support to complete the course successfully. Face-to-face personalized interactions every semester by the principal for academic and personal well-being are conducted with confidentiality. Even continuous mentoring is provided by mentors for the successful completion of projects, to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rubrics by the mentors during the showcasing session and encouraged to reflect on learning experiences gained. The professional attributes developed are team spirit, communication, decision making and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism. Teachers are also encouraged to participate in seminars/conferences and present papers. Teachers have also taken life membership of some professional associations such as AIAER, IAEA 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: C. Any 3 of the above

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

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

Response:

Introducing use of technology in the classroom to create a blended classroom where students experience technology as they would in the real world. Innovative teaching practice is an important aspect of the teaching programme. The students practice different innovative teaching methods and approaches beginning from Semester I to IV, like Theme based teaching, Co-teaching, Nai-Talim lessons. In Pedagogy of languages. Students prepare lesson plans based on Concept Attainment Model (CAM) promote the difference between concept formation and attainment, nurturing and other support system, Value based, Digital and Team teaching, ICT Based lessons, lesson plans based on Constructivism-7E-Model, Multiple intelligence, role-play or story on various topics and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills.

During internship, students are encouraged to work in teams, which enable them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeate the foundation for the organization of the teaching-learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenarios culminating to reflection and disposition of the teacher behavior component. In core course subjects CC1- educational theory & Gender, School & Society through empathy is developed through value-based focusing on the concept to protect nature, architecture, sculpture and other cultural domains and thereby creative thinking is stirred. While transacting the lesson, students are trained in communication skills required to articulate

thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

File Description	Document
Documentary evidence in support of the claim	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: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
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: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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

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

Response: B. Any 3 of the above

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

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

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

Response: 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: C. Any 3 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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
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 college allots B.Ed. students for internship programs starting from Semester II to Semester IV by taking into consideration different parameters such as medium of the school, shift of operation of the school. Location, proximity/distance from college and students' point of view etc. Practicing teaching school principals and some teachers are also appraised of the purpose of internship programmes by the B.Ed. trainees. 1) First selection of schools is done keeping in mind the medium of instruction, distance from homes to school, methodology requirements of the schools, etc. 2) SEM II (3 weeks) including observation of school activities, observations of lessons given by peers, shadowing of school teachers and taking individual lessons too. 3) Orientation to B.Ed. students going for an internship in primary, secondary and higher secondary schools in Navi Mumbai. Internship related regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation and lesson guidance too. 4) Students are oriented to practicing different innovative strategies and approaches implemented during an internship. Before the internship, each student gets at least 3 lesson plans approved by their methodology teachers and is instructed to submit their lesson plan daily to her method/mentor teachers for constructive suggestions. Students design their own instructional plans with appropriate support materials, strategies, and approaches, using ICT techniques, and mobile learning too. Even students arrange some co-curricular activities, conduct tests and evaluate the achievement of the students and maintain the reflective record. Before the students leave for the internship, they are oriented and strictly instructed regarding the code of conduct and taking up any assignments given in the schools.

File Description	Document
Documentary evidence in support of the claim	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: 7.83

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

Response: 6

File Description	Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Before the internship programme starts the Principal and faculty members meet the students to interact and brief them about the teaching profession and the importance of internship. The students are told what they are supposed to do during internship in the school and how to help the school administration and understanding the nuances of functioning of a school. Everyday assembly is a platform for reading and reflecting on teachers' roles and responsibilities. As instructed by the principal, the mentor and student ratio i.e., 1:10 will work together. Mentors/ Teachers assist the student in how to write lesson plans, assessment tools, teaching aid, and content delivered. A demonstration lesson by the teacher educators is modeled. During the internship, all practice schools' permission letters and students completed lessons entry maintained by mentors/teachers. Also maintained lesson book neatly with evaluation remarks. During the internship, the students approach master teachers as instructed by the school principals regarding the division of lessons into periods, the number of classes to be allotted for specific activities, how to give homework that could encourage active participation, conducting units and monitoring the test to be included in the test papers as well as the content knowledge. They render educational as well as emotional support too. Even various practice schools recommend our candidates for various posts vacant in

their respective schools.

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

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

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

Response: A. All of the above

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

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

Response: A. All of the above

2.5 Teacher Profile and Quality

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

Response: 75

File Description	Document
Data as per Data Template	View Document

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

Response: 66.67

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

Response: 4

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

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

Response: 16.83

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

Response: 101

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

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

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

Response:

The professional development of the teaching staff of the college are as follows: 1) During every staff meet, we discuss emerging areas of teacher education such as pedagogical knowledge and how knowledge would lead to developing learning and teaching programs that are planned for future, innovative teaching methods and approaches regarding sharing of information with colleagues, alumni and others regarding latest developments in NEP 2020. Specialized areas are identified and NEP 2020 thrust areas are revisited before drafting the teacher observation rubric suitable for a multidisciplinary environment. The faculty members organize seminars and webinars, for in-house colleagues in areas of interest, and expertise leading towards professional engagement. 2) Professional growth of faculty also expands through add-on courses on MOOC portal, SWAYAM courses, guide to M.Ed. students, course writing and working as visiting faculty in esteemed institutes/universities, undertaking minor research projects, worked as a paper setter, examiner, moderator for B.Ed. course. 3) IQAC put forth challenges in emerging new domains of knowledge like Women's development, Artificial Intelligence (AI), financial literacy and Faculty development programs are studied for the personal growth of faculty & institution. 4) Faculty members are ~~ind~~ in esteemed positions for advisory services in universities and NGOs. 5) All faculty members are encouraged to attend orientation and FDP. Some of the faculty members have also obtained life memberships of professional associations.

2.6 Evaluation Process

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

Response:

Assessment in B.Ed. programme is a continuous process and goes on throughout the year in various ways and methods. Assessment of teaching of students is viewed in the following way: 1) Core subject assignments: Semester I to Semester IV, students are assigned topics from assignment to present in a creative manner with the use of PPT, any origami/craft/drawing using for 15 minutes. In this process, their level of presentation skills as well as teaching-learning skills are evaluated. 2) Project-based learning activities search for effective teamwork, presentation skills, analyzing and problem-solving. 3) During the Internship, co-teaching, and peer-teaching sessions, the collaborative approach is applied for assessment. Designing and practicing Bruner's CAM, 5E model, concept map, mind map, meta-cognitive strategies, role play, game method, constructivist approach-based teaching, and blended learning of teaching are assessed using specific rubrics. Application of internal assessment methods varies from mentoring wise, subject to subject and uses traditional and innovative evaluation methods to account for diversity in students' needs and abilities. 4) Evaluation system is diverse and uses different types of assessment tools and techniques to check the progress such as practical aspects in all courses, fieldwork, paper presentations, conducting projects, making learning resources, action research project, participation in co-curricular activities, ICT based teaching in practice lessons too. 5) For student evaluation multiple sets of question papers with answers are prepared based on the course, 6) Students prepare questions from the question bank, MCQs, short answers, descriptive question answers, short note, administration of unit tests and blue print, psychological experiment. 7) Students' evaluation from offline to online mode through Google Workspace using digital tools Quizzes, Google forms, etc. were implemented in the COVID-19 period.

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The college deals with examination-related grievances in a transparent and efficient manner. Students, who are not comfortable with regard to evaluation issues, can use the suggestion box to drop in their concerns or points of dissatisfaction. The objective is to ensure that the views of each grievances and respondents are respected and grievances of the students are neither discriminated against nor victimized. An examination committee operates and written grievances received are discussed in the committee meeting and resolved at the earliest. Students found with a shortage of attendance are compensated with library hours and on submission of a medical certificate. Students with an attendance of 75% are permitted to appear for the

semester examination. Grievances related to the examination schedule and timetable are addressed during emergencies e.g. in the Covid situation and is re-scheduled with prior notice. During the pandemic, all offline assessments were transitioned to the online mode in MCQ & short question-answers type. Students those who are unable to appear for the internals on the scheduled dates, there is a provision of re-scheduling timetable to facilitate smooth functioning of exams as well as to see that all students could appear for the same.

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

Response:

Before the commencement of the academic year, the college prepares an academic calendar containing the relevant information regarding the teaching-learning schedule, various events to be organized, dates of internal examination, semester-end examination, internship dates, psychological experiments, holiday list, etc. The Examination Committee monitors the overall internal assessment process and moderation if needed. Internship programs are scheduled at different levels from semester I to IV to continuously assess the student teachers progress and improvement in teaching skills. Minor changes are made to the scheduled dates based on the changes from the practicing schools. The in-house teaching programs of peer teaching and innovative teaching adhered to the schedule and were conducted online during the pandemic. The tentative dates for orientation, conduct, showcasing, and submission of the project's semester-wise, are clearly indicated in the academic calendar.

File Description	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:

University syllabus is mandatory for affiliated colleges; the curriculum is drafted by the university based on the learning outcomes. The teaching learning process of the college is aligned with the stated PLOs and CLOs of the curriculum. The student-centered teaching-learning process of the college with innovative pedagogical approaches such as blended learning, constructivist, experiential, participatory learning, and

Problem-solving and also supported with ICT, mobile learning, digital tools used, etc.. Various variations include customizing to the diverse needs of the learner. The transaction of curriculum creates an association between teacher-student, syllabus with content and skills with the required support system. The core subject assignments with project-based work PLO include assignments, seminar presentations, observations, practice lessons and action research, etc. which facilitate real-world experiences enhance problem-solving skills, a sense of inquiry, teamwork and ethical awareness. In internships including community work, students can come together in a disciplinary manner and also plan with their mentor teacher as innovative teaching, co-teaching, theme-based teaching etc.. Guest lecturers provide students with a context for their presentations limit the content and organize it in a way that highlights the place of material in the continuum of the course, developing a sense of equity and inclusivity to nurture our students ethically. SWAYAM CTE certificate course enhances digital skills and interest developed in effective online teaching and also incorporated into the evaluation process too.

2.7.2 Average pass percentage of students during the last five years

Response: 94.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	48	45	41	29

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

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

Response:

The following activities help the students in development of soft skills, effectiveness and scientific attitude towards the teaching-learning process i.e', 1) Internship with community work 2) Co-teaching 3) Theme-based teaching 4) Assignments presentation 5) Prepare Learning Resources 6) Nature club activity 7) In-house co-curricular activities 8) School activities 9) Ability and audit course 10) Extension activities (SWS- Survey of Women Status & PEC- Population Education Club) 11) SWAYAM online course of CTE. Online certificate courses are graded in the add-on certificate, which reflects the student's professional choice like a start-up choice of their own in education or any other field. Student learning involves innovative strategies such as the constructivist approach, blended learning, concept writing, mind mapping,

Cooperative learning and collaborative learning, recreational activities which are applied to engage with content, accelerate designing learning tasks at all levels of preparation, in documenting students' progress towards attaining PLOs. The project-based course including co-teaching, and peer teaching sessions are in concurrence with PLOs which are monitored through ability courses i.e., reflective journal, critical understanding of ICT, and audit course i.e., understanding the self. The professional capacity building through the ability and audit course has made students attain social sensitivity, emotional intelligence and self-assessment strategies.

2.7.4 Performance of outgoing students in internal assessment

Response: 31.91

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

Response: 15

File Description	Document
Data as per Data template	View Document

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

Response:

Performance of the students in different assessment activities like online Google form, MCQs, short question-answer and descriptive question-answers, unit wise tests etc. Even formative evaluation, as a preliminary examination was taken in offline mode. Students' talents are assessed and motivated to lead peers and others through joyful blended learning. Students can participate inter-collegiate competitions in ways of teaching innovative way, action research paper presentations etc. In project-based courses, students can make learning resources, prepare lesson plans in discussion with their mentors, practice teaching, Nai-Talim lessons, theme-based lessons, and co-teaching lessons are taking too with lots of enthusiasm and teachers can evaluate them with the use of printed rubrics. Organising various activities throughout the year help the students to participate as per their interest and ability.

File Description	Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.58

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: 0.8

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	1	1	1	1

File Description	Document
Sanction letter from the funding agency	View 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

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;00	0.40	0.15	0.30	0.25

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of: 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 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

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: 0.33

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
1	0	0	0	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response: 1.83

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	2	5	1	3

File Description	Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

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

Response: 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
4	2	3	5	6

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	99	100	100	83

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: 100

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
99	99	100	100	83

File Description	Document
Data as per Data Template	View Document

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

Response:

The students of the college are taken to nearby slums for social service and developing public awareness through extension activities of the college. During the celebration of 75 year of India's independence Har Ghar Tiranga programme was launched in the nearby slum areas.

The college is also involved in social activities as we are having collaborative efforts with the Rotary International Club of Navi Mumbai, GARIMA.

The college has conducted activities like AIDS awareness rally in collaboration with Anjuman College of Education. Street plays, poster competition, mask distribution during Covid time, vaccination drive, eye check up, blood donation camps etc were organised as a part of Extension activities. Distribution of foods and clothings to the flood affected areas in Janla district. Students were engaged in teaching to the adults in Adult learning center in association with Rotary International Club of Navi Mumbai.

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

Response: 0

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

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

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

3.4 Collaboration and Linkages

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

Response: 1

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

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

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

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has adequate facilities for sports, games, yoga and cultural activities. In order to implement the plans and achieve desired goal, the college has created adequate infrastructure in terms of art, computer labs ,library, faculty rooms and classrooms seminar halls with audio visual facility. The campus has Internet and wi-fi facilities. It has a spacious playground. The College plans for all requirements regarding classrooms, laboratories, furniture and other equipments. Workshops awareness programs, training programs for faculty on the use of new technology ensures optimal deployment of infrastructure and proper utilization of physical infrastructure is done. After college hours,it conducts Certificate course, Co-curricular activities, parent teachers meeting. campus recruitment training, seminars, conferences,webinars etc. Innovative teaching learning practices ensures optimal utilization of resources. Appointment of well qualified teachers, technicians, administrators ensures effective utilization of infrastructure. Our college provides adequate academic facilities like well-equipped tutorial rooms with chalk boards and benches. Laboratories are well equipped with multiple sets of apparatus. Computer rooms are equipped with latest configuration desktops and software. Seminar Hall is well equipped with wi-fi and Internet connectivity with enough seating capacity. The Principal provides the budget required for the coming academic year. The budget provided by the college is adequate to maintain and procure new items. The yearly budget is prepared according to the needs and requirements of the college taking into consideration of annual intake of students laboratory and infrastructure developments. The college ensures regular maintenance and upkeep of all infrastructural facilities .The maintenance work is carried out by trained in-house experts as well as outsourced agencies..Furniture and equipment are purchased on regular basis as per the requirement .

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 57.14

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

Response: 4

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

Response: 7

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

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

Response: 0.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.0149	0.1484	0.12537	0.08965	0.15805

File Description	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:**

The college has a Central Library. The room for reading is well furnished and can easily accommodate 50 students at a time. The library plays an important role in enhancing the quality of academic and research environment.. There is a huge collection of academic books, journals, magazines, research projects, donated books, other knowledgeable books, and newspapers in the library. The books are made available to the students to increase the knowledge and understanding on various subjects. The College Library is an important hub of student life. where the student can check books, conduct their research, find a quiet place to study and maybe even flip through magazine. The College library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge to various means. Student and staff membership entries, Books issue and returns, Newspaper entries, Students I- card etc are maintained. Registered users can

borrow books. In case the student exceed date of return or the book is lost, the student should replace the same copy of the book. Students apply for clearance and the dues are checked. The various housekeeping activities of the library, such as data entry issue and return of renewal of books is done.

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

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

Response:

The College has digital library and remote access to library resources (National Digital Library). Students & staff are using Digital Library resource and e-PG Pathshala via their mobile phones/application. The College has also subscription of N-List (<https://nlist.inflibnet.ac.in/>) for digital e-resources.

The students and faculty staff have access to a varied collection of books and journals of different publications.

The college has made available to the students and staff access to the library through the college website. All eBooks can be downloaded and also available for reference online and more than one user can access the eBooks simultaneously. The college Alumni is also encouraged to support the library resources by donating books.

File Description	Document
Landing page of the remote access webpage	View Document

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

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

Response: 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
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: 0.34

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
0.585	0.439	0.249	0.215	0.205

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

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

Response: 5.11

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: 150

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: 136

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: 115

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: 65

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: 71

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:**

The College has Wi-Fi facility in the campus for the student and faculty members to avail internet facilities at any place in the campus. IT facilities are well developed; adequate number of computers with printers, scanners and high speed Internet are available in office, examination section, computer room, and library. Students can access internet facility through their mobile phones, tablet or laptop in the college campus. The College has LCD projectors, overhead projectors, printers and scanners. The College has LCD Projectors for PowerPoint presentation of students. Staff and students can access this facility on their laptops. The campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website including the time and date of various events. For easier communication, circulars, including important notices to students

and parents, are also posted online. The academic calendar, as well as the course information, is also updated in the beginning of every academic year.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 3.54

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

4.3.3 Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 96.81

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
10.976	9.697	12.435	14.495	12.097

File Description	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:

There are established systems and procedures for maintaining and utilizing physical academic facilities such as sports ground, computer lab, classrooms, etc. in the college. The college has a systematic mechanism for maintenance of all the above facilities. . Annual maintenance contract given to concerned agencies. There are different committees to monitor the smooth functioning of these facilities in the college. The maintenance and utilization of library includes: Maintenance Committee and other relevant committees are formed by the Principal to monitor the smooth functioning of all the services provided by the library. The committee also looks after finalizing the budget, purchase of textbooks and reference books, Journals and periodicals. Monthly cleaning of the books and racks and also the means to preserve them. Stock verification is also done as per the guidelines every year. The library is well equipped with good collection of books, ebooks and Journals etc. Procurement of books as per the requirement is initiated to library committee by inviting the requirement of books from various Faculty member. Maintenance and utilization of Sports ground, equipment etc. A well maintained playground is there at the college. It has a facility of indoor games such as table tennis, chess and carrom etc. . The sports equipment is issued to the students as per the schedule of the events. If any equipment get damaged or need repairs. Preventive maintenance measures are taken in time. Maintenance and utilization of classrooms. Cleanliness and Hygiene is maintained in the classrooms. IT facilities are properly managed. Maintenance of computers is done regularly as per the requirement and major work is. done during the vacation. Power backup is provided to the computer systems to use them optimally. The college infrastructure includes a special Hall

for cultural and other activities. It is well equipped with the audiovisual system and maintained regularly. A managing committee looks after the welfare of students.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

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

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

Response: B. Any 5 of the above

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: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 9.57

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
8	2	1	8	1

File Description	Document
Data as per Data Template	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: 25.53

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 10

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: 2

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
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: 8.13

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
8	6	0	2	1

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:

The College has an active Student Council which works in close association with teachers, College management, Alumni and parents for the benefit of the college and its students. Student Council provides an opportunity to engage in a structured partnership with teachers, and college management. It gives the opportunity to the students to acquire the smooth and transparent communication, planning and organizational skills which will be of benefit to them in their future lives. The objectives of the Student Council are:

- ♦ To support the management and staff in the development of the college. To develop leadership quality among students and for becoming responsible citizens.
- ♦ To promote discipline and decorum in the students life. To enhance communication between students, management, staff and Principal.
- ♦ To represent the views of the students on matters of general concern.
- ♦ To promote culture which recognizes the potentially valuable input that students can make through a student council with the help of Principal.

It helps in representing the views of the student body to the college management. It involves talking and listening to the student body considering their views and concerns, and discussing these with College management on behalf of the students. The Student Council plays a great role in contributing to the development of college policy such as bullying behavior, code and extracurricular activities etc. It also helps in promoting good communication within the college through Student Council, Noticeboard, staff and parents etc. Student Council creates a sense of ownership of the college and its activities among the students. It assists the college in organizing activities related to students like cultural programmes, social services and social relief activities, educational tours etc.

File Description	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: 13.2

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
12	12	14	14	14

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

5.4 Alumni Engagement

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

Response:

The " **H.B.B.Ed. College Alumni Association**" has been registered under Societies Registration Act 1860, in the year on 21.12.2015 (Registration No. MAH/2048/15/T). The association is an active agent for incorporating the inputs and valuable suggestions from all alumni all over the State and other part of the Country. The alumni meets once in every year to discuss about the college activities and how could they contribute to the developmental activity of the college and redefining the teaching learning process, assessment techniques and issues pertaining to women empowerment, soft/Communication skills development etc. The alumni are invited to participate in different cultural programmes that the college organises from time to time. They also give some talks and deliver lectures to the students.

Many Alumni share their valuable and insightful experiences and their suggestions are considered in the areas on guidance and counselling for the below socio- economic level students for their vertical mobility .A nominal fee of Rs 25/- is being collected from the alumni.

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
Any additional link	View Document

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

Response: 3

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	0	0	1	1

File Description	Document
Data as per Data Template	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:

The alumni are actively engaged in the various aspects of improving quality education and welfare of students in the College. The Alumni representative is selected as member of various Committees of the

colleges. The alumni support and visit the College whenever required specially during college functions.

Alumni also motivate the young minds to go for higher studies and gives professional guidance wherever required. Many Alumni teachers from different schools had volunteered their support in various events such as lesson guidance. Lesson observations, sports, cultural activities etc.

Alumni members are also invited during orientation programme to counsel the students on journey of B.Ed. programme, lesson guidance and pedagogy of teaching as per their expertise and previous experience in the field.

File Description	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:

The Sainath Education Trust is a registered society established in the year 1985 with the aim of spreading education from primary school to secondary school and then from Junior college to Degree college. After reaching the level from school education to college level the Trust established secondary teachers training college to provide manpower of trained graduate teachers. The purpose was to provide increased access to higher education particularly in teacher education.

Keeping in mind the overall educational atmosphere of the college it was decided that the vision of the college should revolve around empowering the teaching community. Thus the broad vision of the college is "Empowering the Teaching Community". In order to achieve the vision the mission of the college is outlined as: 1. To empower all students with the knowledge skills compassion and integrity needed to contribute and succeed as responsible lifelong learners in a competitive global community. 2. To encourage and recognise excellence of students and staff. 3. To provide a supportive and flexible learning environment while maintaining current teaching strategies.

The college is aligns effective leadership towards the vision and Mission to produce quality teaches as per local and National needs and to improve the quality of women education in Maharashtra State. As per the Vision and Mission of the College, we focused on to provide quality education. Ideas derived from Educationist, Psychologists to evolve the socio-economic approach for enhancing pedagogical practices. Students positive attitudes are internalised towards social, environmental, emerging national and local challenges etc. Code of professional ethics is an integral aspect of the College which starts from entry to the summative level of the programme.

To achieve the vision and mission of the college suitable and appropriate mechanism has been developed to strengthen and empower the teaching community through a variety of strategic interventions. The Collegetrains and produce well developed, enthusiastic teachers focusing on the Vision of the College. All statutory bodies/Committee assign and quality benchmark creates an intellectual climate by providing opportunities for creative , reflective thinking, analytical thinking the intellectual inputs like classroom discourses, project compilation and showcasing , field studies, School based internships programs , participation in seminars, workshops, webinars etc.

File Description	Document
Vision and Mission statements of the institution	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The college believes in democratic values and thus it has decentralized for participatory management. The college has a mechanism for delegating authority to all the various functionaries to work towards decentralized governance system.

The authority of the college is the Principal but all the members of the staff play significant role to participate in the decision-making process. Various programs are conducted by the faculty members in which they represent in various cells and committees and showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, co-curricular and extracurricular activities. They are given authority to conduct educational tours and field visits for extension and community out reach programmes. The Principal implements and monitor the academic administrative system to cater to vision and mission of the college. The academic committee monitors academic activities and progress of various teaching learning processes. The teacher coordinator looks after the internal and University examination activities. Training, placement and career counseling cell looks after the training and placement activities. Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities. Learning resources are managed by the Library Committee. Students play an active role as coordinator of co-curricular and extracurricular activities. The staff and students participate in various activities. Thus, the college promotes a culture of participative management. During faculty meetings, faculty members participate in sharing the knowledge by discussing on the latest trends in technology. Staff members are involved in preparation of annual budget of the Institute. The teachers and students coordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the college. The principal along with teachers are involved in defining the policies and procedures, framing guidelines and rules and regulations for the admission, placement, discipline, grievances, counseling, training and development, and library service.

All faculty members disseminate the rules to collect feedback from all stakeholders and analyse them to formulate an action plan for quality improvement.

Principal maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the college and promote collaborative approach.

File Description	Document
Link for additional information	View Document

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

Response:

The college clearly defines its vision, mission, objectives and procedures at all levels and maintains complete transparency in its financial, academic, administrative functions. The goals of the college are clearly defined at all levels. The services of an external chartered accountant are used for the financial audits from time to time. The students are provided with a receipt whenever fees are collected. An effective and efficient use of financial resources is monitored by the Finance Committee of the college.

All proper procedures are adhered according to Managing Trust norms in governing the day to day functions of the College.

All expenditures budgeted by Finance Committee and approved by the Governing Council. Regular internal and external auditing is a practice in college.

The college discharges its functions through an effective system of various committees and bodies.

Admission notifications are made available through website pursuant of University Counselling admitted candidates are interviewed by the Principal.

The Fee structure is regulated and provided by Shikshan Shulka Samiti, Govt of Maharashtra. Staff student ratio is maintained according to the NCTE norm.

The entire academic plan is clearly explained to students in orientation program after admission, The internal assessment ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. Admission is based on the merit in accordance to the government policies. A Student Handbook clearly defines the rules and regulations which are available online and is also circulated among students. Committees are formed in case of disciplinary issues and the concerned individuals are given ample opportunities to state their version on the issue. The College adheres to academic calendar. The regulations, syllabus and curriculum are uploaded on the college website. All the information regarding teaching, learning process and other related academic activities are made available on the college website. The credits of each program and outcomes are clearly specified. There is a mentoring committee for personal counseling of students. Parents are given one to one counseling on campus who seek information regarding admission. Periodic meetings at various levels are conducted to review and ensure transparency, accountability and corrective measures. Delegation of powers at various levels and Committees are formed formally through circulars and emails. The evaluated scripts of midterm examinations, assignments, and projects are verified by the teachers and feedback is given. All the events like admission, examinations, circulars, seminars, time tables, workshops, training programs etc. posted on the college website as well as at the college notice board.

File Description	Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategy development in higher educational institution ensures quality and improvement of efficiency in functioning. From organization point of view strategic planning is very essential to accomplish the vision and mission which it dreams of. Strategic planning is a continuous process with a specific focus on accomplishing college goals in this competitive world. Strategic planning and deployment document is based on analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The college deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the college and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes. Our college is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also has been getting exposed to extension activities of the University every year. The strategic plan. provides a framework that will allow the college to develop and use its resources more effectively. The college strategic goals are: ensuring good governance. Ensuring top development and welfare, development of entrepreneurship. The perspective plan of the college is to develop and execute effective teaching learning process, to encourage research culture in faculty and students, to empower faculty about emerging trends in their profession for academic advancement ,to facilitate a friendly, efficient and flawless administrative setup, ensuring a smooth day to day functioning, To maintain continuously good academic performance the college provides good library facilities, encourage teachers to participate in seminars and conferences. Promoting faculties to undertake minor and major research projects. Continuous tracking of attendance of the students. Provide remedial coaching to slow learners. Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc. Conducting periodic and need based meetings. Establishment of centralized assessment system. ICT based teaching. Identification of fast learners and help them to achieve their potential. Besides these, the core values of the college include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the college are properly deployed which gives the output in the form of contribution to national development, developing requisite competencies among students, Inculcating a value system among the students, and ICT tools used in teaching and learning. The faculty members of the college have been applying participatory teaching methods in the form of seminar, group discussions and projects. Various collaborative programs or activities of the college have been organized as a part of educational exchange with other nearby colleges of education..

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

Response:

The decentralized structure of administration is described in an organogram of the college. The college administration is a combined and cooperative effort of Principal, teaching, non teaching staff and students with the cooperation and support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal.

The college has a well-defined organisational structure to ensure Governance and management through effective decision making. The main Committees that have been constituted, execute policies on strategic plans based on Vision and Mission of the college.

Principal and administrative staff looks after admission process, adhering to the NCTE norms/ affiliating University Guidelines. The principal is involved in the implementation of the perspective plans of the college. Specific task is allotted as per the academic and administration plans of the college. The organizational structure of the college outlines how certain activities are directed to achieve the goals of the college. It defines- task allocation, coordination and supervision towards the achievement of organizational aims.

The College has a well constituted committees such as exam committee, library Committee, sports Committee, cultural committee, grievance redressal committee, anti-ragging Committee etc. .

The College follows the service rules according to the norms. recruitment process is carried out according to the University norms, a committee comprising of University and management representatives, Principal, , external subject experts, decides the candidature/selection of the candidate based of academics qualifications and experience, based on interview according to the parameters specified. Grievance redressal mechanism is in place to cater matters related to the grievances of staff and students.

College provides an inclusive environment for students and staff.

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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	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 College has a strong composition of various Bodies, Committees for the smooth functioning of academic and administrative works and strengthening the students activities to develop the knowledge of the students, The role and functions of each committee, bodies, cells and their functions are properly defined. Considering the overall development of the college for effective implementation, and improvement of the college these committees are formed. Regular meetings of these committees are conducted annually or biannually. College academic committee; the main academic affairs of the college are overseen by the Academics. The members of the committee sit together at regular intervals of time to develop the ways and means to ensure the quality teaching learning process. The committee also formulates the guidelines, rules and regulations of the academic affairs of the college.academic calendar, and class routine for the college, oversee the internal examinations and evaluation recording, review the academic and other related activities of the college, take disciplinary action to the students for violation, and disobedience to the college rule. Anti ragging committee tries to prohibit, prevent and eliminate the scourge of ragging, provide for the healthy development, physically and psychologically of all students,takes action against any act which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique/psyche of any student.The Examination Committee is headed by principal. The main function of this committee is to conduct examination, publish results and keeping the record of each and every issue related to the examination and organizing workshops and seminars for the improvement of the examination system are also the responsibilities of this committee. Career guidance and counseling cell aims at guiding and directing students to set their career goals and stimulate them to exercise their consistent endeavors to accomplish their career objectives. Grievance redressal cell settles any type of grievances raised by the students, teachers and non-teaching staff of the college. The students to lodge their grievances to their respective teachers and they in turn intimate the matter to the Committee for necessary action. Sports committee organizes all the sports events on the campus. The activities carried out by this committee help the students in getting an experience of working in teams and organizing various types of events.

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:

The college ensures that welfare measures are implemented for its teaching and non-teaching staff. The wellbeing of the staff is important for effective functioning of the college. The college takes the following welfare measures for its teaching and non-teaching staff by providing installment scheme of payment of fees for the needy students and wards of the staff. The non-teaching staff is provided with the flexibility in working hours. There is a provision for reservation in admission for wards of teaching and non-teaching staff if they qualify the entrance test by Government of Maharashtra. Salary in advance is given to the needy staff members. Provident fund for teaching and non-teaching staff. Maternity benefits as per norms are given. Computer labs and Internet facility. Sports facilities, cafeteria. Faculty members are encouraged to attend seminars and conferences. Provision for availability of the auditorium and playground for the family functions of the staff are given during holidays. A full-fledged canteen in the campus to provide tea and snacks at reasonable prices to the staff and students. Yoga classes and psychological counseling is made available for the teaching staff. No membership fee for availing facilities of gymkhana, indoor games. Pregnant ladies and lactating mothers to be given necessary concessions in their day-to-day work and they are given flexible timings as per their requirements.

1. Academic Freedom for staff for attending seminar /conference/ workshops etc.
2. Self appraisal and Increments in staff salary
3. Recreational programs /get together for wellbeing of staff
4. Spiritual nourishment by doing prayer for peace and prosperity
5. Various leave facilities to staff
7. Provision of Medical and maternity leave
8. Gifts/Sweet distribution to employees during Diwali festival as a token of love and appreciation

These welfare schemes benefit the teaching and non-teaching staff in the following ways.- It boosts the morale of the employees. The college is providing opportunity to its employees in improving their mental and moral health. The employees of the college are given various facilities at work which improves their mental health as well as helping them in becoming a good citizen.

File Description	Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	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: 0****6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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
Certificate of participation for the claim	View Document
Any additional information	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
1	0	1	0	0

File Description	Document
Data as per Data Template	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: 16.67**

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	5	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

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

File Description	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:**

The college has internal and external audit mechanism.

College practices a transparent financial management policy through internal and external audits. Internal audit auditors examine issues related to the colleges practices and risks while external audit examines the financial records and raise opinions regarding the financial health of the college. The internal audit is carried out by the auditor by the management periodically within every financial year, the external audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. Reporting to the management the results of the internal and external audits, resolving disagreements between the external auditors and management., reviewing findings of internal audits and associated control issues, receipts from fee, donations, contributions, interest earned and interest on investments.

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: 0.51

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
.30	.40	1.35	.5	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The resource mobilization policy focuses on achieving the goals and target of the college ensuring accountability and transparency. The availability of funds is essential for any organization, society, family or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available. Therefore, mobilization of fund is important for the development of organization.

The College financial resource mobilisation strategy includes identification of potential sources of Income, recording the transactions along with restrictions of their misuses.

The Governing Body has mandated the college with some financial parameters for smooth operations i.e optimum utilisation of Land, buildings, equipment, furniture, human resources. Effective administration that ensures quality and promotes a competitive environment for additional revenue generation.

For resource mobilisation ,the following steps are to be taken

Principal discusses with faculty and finance people for allocation and utilisation of budget

All sources of funds are summed up and clear , accurate accounts are maintained.

Yearly stock verification is undertaken by assigned people.

For the development of the academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources. Budget of the institution is prepared by Principal together with management every year taking into consideration all expenditures. The Trust sanctions and fulfills the needs which are urgently required. The college spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc. Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills. To upgrade the students,

professors and employees, various programs such as guest lectures, seminars, discussions are organized. Some percentage of funds is spent on maintenance of apparatus and purchase. Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college. Accordingly, the budget estimates and funds requirements are made. This will be broken to yearly activities in mobilization of resources planned. The college needs three types of resources, human resources, equipment and material resources and infrastructural resources. Funds are raised through student fees, overhead charges from the research grants received from various government and non government agencies. Optimal utilization of fund is insured through- enhancement of library facilities need to fulfill learning practices and accordingly requisite funds are utilized every year.

File Description	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 establishment of Internal Quality Assurance Cell is a major step in pushing long term quality standards. IQAC in any college is a significant administrative body that is responsible for all quality matters. IQAC aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the college. It will channelize all efforts and measures of the college towards promoting its holistic academic excellence. The IQAC has to ensure that whatever is done in the college is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish practices and methodologies to collect data and information on various aspects of institutional functioning. IQAC is one of the major policy making and implementing unit in our college It strives hard for upgrading the college infrastructure and all support facilities to meet the standards of higher education. It assesses and suggests the parameters of quality Education. The objectives of the IQAC are- To promote measures for the functioning of the college towards quality enhancement through initiation of quality culture and institutionalization of best practices, to provide a sound basis for decision-making, to improve institutional functioning, to act as a dynamic system for quality changes in the college and to build a better internal communication. To provide a sound basis for decision-making to improve institutional functioning. Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the college. Preparation of the Annual Quality Assurance Report to be submitted based on the quality parameters. Documentation of the various programs /activities leading to quality improvement will be now a practice after the first cycle of assessment gets over.

Composition of IQAC

- 1) Chairperson
- 2) Representative of Management

- 3) Representative of Faculty
- 4) Representative of Library
- 9) Representative of Technical & Administrative staff
- 10) Representative of Alumni
- 11) An Expert in the field of Educational

Initiatives of IQAC

- 1) Sustaining quality in educational administration
- 2) Promotion of Innovation and Publications
- 3) Extensive use of ICT tools
- 4) Smooth and transparent Administration
- 5) Seek Accreditation and Recognition

File Description	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 college takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The college has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, introduction of new pedagogical tools or inputs such as the development of certain abilities for the students. Preparation of course plan at the beginning of every session. Feedback is collected by the students through IQAC on curricular aspects seeking learning methods, faculty programs and institutional programs. The improvement in courses and teaching materials is brought about with the help of evaluation. The academic calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. The IQAC conducts periodical meetings. The Faculty Coordination Committee conducts an academic review, collecting information on academic activities such as completion of study, unit tests, assignments, seminars, education tour and other activities.

File Description	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: 5.8

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
5	10	6	5	3

File Description	Document
Data as per Data Template	View Document

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

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

Response:

The college implements quality enhancement initiative in the academic and administrative domains. Some

of the initiatives of IQAC which have contributed towards incremental improvements are- Optimization an integration of modern methods of teaching and learning, Use of ICT tools in teaching, development of environmental friendly campus, waste management, green practices, use of ICT tools for teaching learning. Successful implementation of connectivity of Internet in the campus which enabled online admissions, online admission hall tickets, online Marksheet, online data sheets and digitization of academic records and staff records. Technology to support, enhances, and optimizes the delivery of information. The use of computers in the colleges enabled students to get the chance to do assignments or group projects by saving a lot of time. The college works for the environment conservation. and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized. The college works in ensuring that less natural resources are consumed and wastage is minimized.. Waste management through establishing solid waste, disposal facilities in different places of the campus for disposal of organic waste, including plant debris. spread of composting initiatives on the college campuses and utilizations of compost for the plantations in the campus.

File Description	Document
Relevant documentary evidence in support of the claim	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 alternatesources of energy for meeting its power requirements

Response:

In pursuance of vision and mission of the college, energy conservation care and attention are given to all activities to ensure sustainable use of energy resources, discouraging wasteful practices, minimising pollution and re-using material for benefit of individual and society at large. Students are oriented during the induction programme on the efforts and action towards sustainable environment and holistic living. Students through the various club/ extension activities are involved in the decision making process so that sustainable practices can evolve reflecting emerging needs of the environmental protection. Students and staff members remind one another regarding 'Plastic Free Campus'. From time to time, a green audit has been conducted to streamline the ways of energy conservation. All students and staff are motivated / mentored so that all appliances and lights are switched off when not in use. In its attempt to design and establish a fundamentally institutional commitment with responsibility towards environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using CFL/ LED bulbs, mapping electricity switches, automatic tripping system, UPS protection for computers in place. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices. All the washrooms are placed with captions which indicate the use of water and other resources carefully.

Installation of solar panels is kept on hold as it was not appreciated in one of the Governing Body meeting. After a request for proposal was responded by different vendors. Disseminating the concept of energy conservation through teaching methodology in value based lessons showcase integrating essential components of sustainable development .These techniques of energy conservation are in turn taught to school students. The energy saving initiatives are taken up by all students and staff motivating and sensitizing the peers and deliberations of the conference during assembly, celebrating earth day, world environment day and communicating to the students and staff through skit play, drama and poetry etc.

The college has given strict instructions to the students and staff members to switch off the lights and fans when not used. It has also been notified under each switch board to use energy as per requirement. The college is having ample sunlight and therefore saves in using electricity by putting off the switch except fans. Also energy saving led bulbs/lights are used.

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:

The college has instructed to segregate wet garbage from dry garbage and separate dustbins are being used. Students and faculty members have been told to develop this civic sense as it has often been notified by the Navi Mumbai Municipal Corporation to use separate dustbin. The garbage is being collected by the Municipality on daily basis, Old outdated computers and printers considered as e-waste are being distributed in the nearby slum areas for their use. It is a kind of goodwill gesture to the community at large.

Occasionally the wet garbage are dumped in a pit for developing compost fertiliser for use in the garden.

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
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any 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: D. Any 1 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	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:

The College is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. Dedicated staff is working towards keeping the campus clean. Cleanliness drives, classrooms, labs, corridors, windows mopped regularly. Conference room, Committee room, Principal Room is also cleaned properly.

The College ensures regular water supply to all the washrooms/toilets. The washrooms are cleaned and disinfected regularly using phenyl. Separate bins for disposable materials are available for the convenience of the students. Adequate number of washrooms are provided to staff and the students.

Utmost care is taken to keep the campus neat and clean. Since we have initiated Swachh Bharat Abhiyan in the nearby slum areas it is quite obvious that we keep our home neat and clean so that we can preach others.

The Safai Karmacharis of the college are instructed to keep the campus nit and tidy. The supervisor also makes supervision the premises and makes surprise checks. Phenyl and other detergent powders are also used.

During Covid-19 pandemic hand sanitisers and Thermo gun were also used for temperature checking.

The college is maintaining and complying the COVID -19 Guidelines, SOPs and follow the State Govt/Central/ ICMR Guidelines.

File Description	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: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document

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

Response: 0.01

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
0.001	0.001	0.001	0.001	0.001

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

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

Response:

This College has an advantage of being centrally located having banking sectors, health care centers, hospitals, practicing schools, temples of worship, railway and metro-stations surround the college within a radius of 2 kilometer. Various shops such as Bakery, stationery shops, pharmacies are available. The playground is available and utilized for purposes of sport and games. The halls are used for large scale events.

The college is a certified VENTEL action plan institution by MGNCRE. Under this scheme a variety of programmes have been organised. The college is also attached to Rotary Club of Navi Mumbai, GARIMA, and our college got the status of Rotary Community Corps on 14th January 2020. Along with Rotary Club very often we do social services for the community in various fields like blood donation,

tree plantation, food and cloth distribution during natural calamities & festivals etc. The College students and staff members are also involved in “Azadi Ki Amrit Mohotsav” programme in uploading National song in the website of Government of India and participating in various competitions organised by different institutions. We acknowledge the Board of Studies in Education, University of Mumbai and MES Pillai College of Education & Research for taking efforts in organising MGNCRE Azadi Ka Amrit Mohotsav for student teachers of VENTEL cell.

Challenges.

Accreditation to be obtained

Getting more B.Ed. seats and PG program more challenging

The college though located in a urban setting it has also slum areas nearby. The college students volunteer in providing necessary support to the residents by way of organising camps and arranging awareness campaign on issues of national concerns such as Beti Bachao Beti Padhao, Swachh Bharat Abhiyan, Har Ghar Tiranga, Adult Literacy programmes etc.

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: B. Any 3 of the above

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

Title of the Practice: A certified VENTEL action plan by college under Mahatma Gandhi National Center for Rural Education, Govt. of India.

Objectives: Social services for the community in various fields like Blood

- ♦ donation,
- ♦ Tree plantation,
- ♦ Food and cloth distribution during natural calamities & festivals etc.
- ♦ Develop qualities in students with Humanity and Social Service

The Context: It aims to create values such as socially responsible with human values that enable students to make socially responsible citizens with good human values develop both general and subject specific knowledge with social responsibilities.

The Practice: Under this scheme a variety of programmes have been organised. Among the best practices of our college we are attached to Rotary Club of GARIMA, Navi Mumbai and our college got the status of Rotary Community Corps on 14th January 2020. Along with Rotary Club very often we do social services for the community in various fields like blood donation, tree plantation, food and cloth distribution during natural calamities & festivals etc. Our students and staff members are also involved in "Azadi ki Amrit Mohotsav" programme in uploading National song and participating in various competitions organised by different institutions.

Evidence of Success: Under this scheme a variety of programmes have been organised The College acknowledge the Board of Studies in Education, University of Mumbai and MES Pillai College of Education & Research for taking efforts in organising MGNCRE Azadi Ka Amrit Mohotsav for student teachers of VENTEL cell. Everything we do is practice for something greater than where we currently are. Practice only leads to further improvement. These types of activities inspire students to donate on their birthdays & children's birthdays at old age home, orphanage home etc. They become sensitized to the

societal needs

Problems Encountered:

- ♦ Diverse socio - cultural backgrounds
- ♦ Integrating high end technological enhancements
- ♦ Balance home and work

Resources Required:

- ♦ Academic tutoring
- ♦ Visits to nearby localities

Best Practice II

Title of the Practice: To prepare Vermi compost for gardening and organic Agriculture

Objectives:

- ♦ Vermi compost for gardening and organic Agriculture
- ♦ Management of Organic waste
- ♦ Create waste to wealth

The Context:

As a part of Extension activities every year Sainath Education Trust's H. B. B.Ed. College organises a lecture on how to prepare Vermi compost. The lecture was arranged by the Volunteers' of Aniruddha's Academy for Disaster Management Dadar, Mumbai.

The Practice:

The vermi composting project was conducted every year by the students of Environmental Education under the guidance of the Environmental Education Teacher Dr. Pratima Sabde. The college since last four years is indulging into practicing vermi composting in the campus.

Evidence of Success:

By conducting such various project the college is trying to contribute little to the society. The idea behind conducting such projects in the college is to bring awareness among the students & help them to leave a sustainable management lifestyle.

Resources Required:

- ♦ Large scale implementation is required
- ♦ More workshops and training sessions are required

7.3 Institutional Distinctiveness

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

Response:

The College is a pioneer in supporting for women's education and empowerment, distinctively working towards inculcating a spirit of „knowledge to serve and upliftment of women in society. The college focus has been on empowerment through capacity building and sustainable lifestyle. Women are trained to become socially conscious and bring about a social change. Several programmes on sustainable development are taught in college. The College is proud to add this milestone in strengthening its core foundation. The college reaches out to several schools, hospitals and community at large.

Women Empowerment is one of the major strength of the College.

1. Adherence to its foundational concepts that have laid out for Women Empowerment.
2. Women Empowerment Strategies to ensure a shared vision, a cohesive team and an engaging work culture.
3. Thoroughly planned and implemented personal and professional development programmes for its faculty and students.
4. Efficient governance structure and administrative mechanisms to ensure speedy implementation of all developmental plans.
5. Gender equity promotion programmes are organized by the college.

Education is power and can help millions of women all around the world, realise their potential and empower them to change the world for the better. It can boost their confidence, health and mind, helping them to feel more empowered to stand up for themselves. Education for women is on the rise, but a lot of work remains. By giving women proper education on par with that of their male counterparts, Women can be empowered to change the world for the better by living longer, healthier lives and contributing to the great social human capital.

These steps have contributed in ample measure towards the holistic education to empower young women in a unique manner, energizing and knitting everyone together into one educative community. With the multipronged social commitment programmes involving every member of the faculty and students, results in moulding the students to become intellectually competent, morally upright, spiritually inspired and socially committed young minds.

College has maximum number of Women Faculty and staff. Women students are getting 100% placement and getting empowered since inception of the college.

5. CONCLUSION

Additional Information :

Although unaided private college it has been able to receive financial support and grants from Indian Council for Social Science Research, Ministry of Environment, Government of India, Dr B R Ambedkar Foundation, Ministry of Social Justice and Empowerment, Government of India, NCERT, New Delhi, ICSSR Western Regional Committee, Mumbai etc.to organise seminars conferences ,workshops, webinars etc.

The college has been able to publish some edited volumes as an outcome of the proceedings of the seminars/conferences it organises every year.

The College has support system like library, Digital library, Labs, Technology gadgets such as LCD Projectors,E-Resources, E-books, online tutorials, donated books /e books by the Alumni and faculty members

Concluding Remarks:

The college established on 9th November 2006,is in its 17th year has been able to provide educational training needs to the teacher educators at secondary stage and earlier in elementary stage as well. It has still miles to go further and planning for four year Integrated Teacher Education Programme has been initiated and is on the pipeline as per NEP 2020. The college is progressing toward ICT resources technology based educational experiences.

The students from sub urban areas are approached with a bottom up strategy to facilitate their enrolment.

Our strength is our committed faculties who cultivate the habit of identifying in the students from different educational backgrounds and provide them education as per their requirement, listening to their inner voice and plan accordingly. College is focused on gearing up to set out targets higher to enhance quality, Innovations and Accreditation i.e. NAAC, UGC 2f/12b, Autonomous status etc.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>49</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>49</td> <td>47</td> <td>46</td> <td>32</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification documents by HEI , Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	50	49	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	47	49	47	46	32
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	49	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
47	49	47	46	32																	
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>48</td> <td>45</td> <td>41</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>49</td> <td>47</td> <td>46</td> <td>32</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given clarification documents by HEI , Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years .</p>	2021-22	2020-21	2019-20	2018-19	2017-18	46	48	45	41	29	2021-22	2020-21	2019-20	2018-19	2017-18	47	49	47	46	32
2021-22	2020-21	2019-20	2018-19	2017-18																	
46	48	45	41	29																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
47	49	47	46	32																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years.</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	5	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	5	1	3

Remark : Input edited as per the given clarification documents by HEI , Number of students enrolled from the reserved categories during last five years.

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

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

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

Remark: Input edited as per the given observation , So Any 3 of the above can be considered .

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 : 46

Answer after DVV Verification: 49

Remark : Input edited as per the given clarification documents by HEI , 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.
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark: Input edited as per the given observation, HEI has opted option 1 & 3 so Any 2 of the above can be considered.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark: Input edited as per the given observation , HEI has opted option 1 , 2 & 3 for this metric so Any 3 of the above can be considered .</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement

8. Facilitating Inclusive Education**9. Preparing Individualized Educational Plan(IEP)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : Input edited as per the given observation , HEI opted option 1, 2, 3, 4 , 6 & 7 for this metric so Any 6 of the above can be considered .

2.4.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark: Input edited as per the given observation , HEI has opted option 1, 3 ,4 ,5 & 7 for this metric so Any 5 of the above can be considered .</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p>

	<p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark: Input edited as per the given observation , HEI has opted option 1 , 2 & 3 for the metric so Any 3 of the above can be considered .</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark: Input edited as per the given observation, HEI has opted option 1 & 2 for this metric so Any 2 of the above can be considered.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark: Input edited as per the given observation, Any 3 of the above can be considered.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 5 Answer after DVV Verification: 6</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 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: Input edited as per the given observation, HEI opted option 1 & 2 for this metric so Any2 of the above can be considered.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0;00	0.00	0.40	0.15	0.30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0;00	0.40	0.15	0.30	0.25

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

Remark : Input edited as per the given observation , Any 1 of the above can be considered .

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: D. Any 1 of the above

Remark: Input edited as per the given observation, HEI opted option 1 only so Any 1 of the above can be considered.

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
1	0	0	0	4

Answer After DVV Verification :

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

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
0	2	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	5	1	3

Remark: Input edited as per the given clarification documents by HEI, Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years.

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
1	1	3	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	5	6

Remark: Input edited as per the given observation, by Considering only extension activities .

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
0	1	0	1	2

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 : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark: Input edited as per the given observation, HEI has opted option 1 , 2 & 3 for this metric so Any 3 of the can be considered .

4.1.2	<p>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.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification: 4</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 11 Answer after DVV Verification: 7</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>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:</p> <table border="1" data-bbox="304 1189 1046 1323"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.05</td> <td>0.04</td> <td>0.24</td> <td>0.16</td> <td>0.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1402 1046 1536"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.585</td> <td>0.439</td> <td>0.249</td> <td>0.215</td> <td>0.205</td> </tr> </tbody> </table> <p>Remark: Input edited as per the given clarification documents by HEI, Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs).</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0.05	0.04	0.24	0.16	0.24	2021-22	2020-21	2019-20	2018-19	2017-18	0.585	0.439	0.249	0.215	0.205
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.05	0.04	0.24	0.16	0.24																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.585	0.439	0.249	0.215	0.205																	
4.2.6	<p>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</p> <ol style="list-style-type: none"> 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 : B. Any 3 of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark: Input edited as per the given clarification documents by HEI , option Any 1 of the above can be considered as relevant educational documents are obtained on a regular basis on HEI website .

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

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

Answer before DVV Verification : D. Any 1 of the above
 Answer After DVV Verification: E. None of the above
 Remark: Input edited as per the given observation .

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
11	09	12	14	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10.976	9.697	12.435	14.495	12.097

Remark: Input edited as per the given observation.

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
 Remark: Input edited as per the given observation , HEI has opted option 2 ,3 ,8 , 9 & 10 so Any 5 of the above can be considered .

5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark: Input edited as per the given observation , HEI has opted option 1 & 4 for this metric so Any 2 of the above can be considered .</p>
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5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>43</td> <td>41</td> <td>40</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1518 1046 1653"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>1</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>Remark: Input edited as per the given observation, By considering Appointment letters of teachers for the asked Assessment period only .</p>	2021-22	2020-21	2019-20	2018-19	2017-18	22	43	41	40	30	2021-22	2020-21	2019-20	2018-19	2017-18	8	2	1	8	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	43	41	40	30																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	2	1	8	1																	

5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (e.g.: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (e.g.: NET/SLET/TET/ CTET) during the last five years</p> <p>Answer before DVV Verification:</p>
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2021-22	2020-21	2019-20	2018-19	2017-18
1	2	4	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	0	2	1

Remark: Input edited as per the given clarification documents by HEI, Number of students qualifying in state/ national level examinations (e.g.: NET/SLET/ TET/ CTET) during the last five years.

5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark: Input edited as per the given observation, Any 2 can be considered.</p>
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6.3.2	<p>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	2	2	2	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	2	2	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	

Remark : HEI has not provided proper proof for the metric so the value should be 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
0	0	6	0	0

Answer After DVV Verification :

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

Remark: Input edited as per the given clarification documents by HEI, One teacher attending one or more professional development Program in a year to be counted as one only.

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 : C. Any 2 of the above

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

Remark: Input edited as per the given clarification documents by HEI, Any 1 of the above can be considered.

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: D. Any 1 or 2 of the above

Remark: Input edited as per the given observation. Any 2 of the above can be considered.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>99</td> <td>100</td> <td>100</td> <td>83</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>99</td> <td>100</td> <td>100</td> <td>83</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	99	99	100	100	83	2021-22	2020-21	2019-20	2018-19	2017-18	99	99	100	100	83
2021-22	2020-21	2019-20	2018-19	2017-18																	
99	99	100	100	83																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
99	99	100	100	83																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>53</td> <td>47</td> <td>47</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>49</td> <td>47</td> <td>46</td> <td>32</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	48	53	47	47	33	2021-22	2020-21	2019-20	2018-19	2017-18	47	49	47	46	32
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	53	47	47	33																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
47	49	47	46	32																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>48</td> <td>45</td> <td>41</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>47</td> <td>45</td> <td>41</td> <td>29</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	46	48	45	41	29	2021-22	2020-21	2019-20	2018-19	2017-18	47	47	45	41	29
2021-22	2020-21	2019-20	2018-19	2017-18																	
46	48	45	41	29																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
47	47	45	41	29																	
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
50	49	50	50	33

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	49	50	50	50

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
6	6	6	6	6

Answer After DVV Verification:

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

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

Answer before DVV Verification : 30

Answer after DVV Verification : 28