



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SMT. KASHIBAI NAVALE COLLEGE OF EDUCATION,  
KAMLAPUR**

SINHGAD CAMPUS, KAMALAPUR

413307

[www.sknbed.org](http://www.sknbed.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Smt. Kashibai Navale College of Education is teacher education institute situated in Solapur District Maharashtra. This institute is managed by Saviribai Phule Shikshan Prarak Mandal, Solapur under the leadership of Prof. M N Navale, the Chairman SPSPM. This Teacher Education College is recognised by NCTE and affiliated to Punyshlok Ahilyadevi Holkar Solapur University Solapur. This college is self financed college and started in 2006.

### **Vision**

To achieve excellence in teacher education through empowering student teachers by knowledge competence and creativity for sustainable development.

### **Mission**

To create performance based, commitment oriented, competent global level teacher and to improve the effectiveness of teacher education through various innovative Teaching practices.

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

### **Institutional Strength**

1. Institutional management is well experienced and having academic and administrative excellence.
2. The location of the institute is easily accessible.
3. Clean and green educational campus area is provided to SKNCOE.
4. Ventilated and spacious classrooms.
5. Well Furnished library and laboratories.
6. Clean and spacious sanitary system.
7. Clean and spacious ground for sport and other activities.
8. The availability of staff quarters and hostel for gents and ladies
9. 24/7 CCTV surveillance inside and outside of the college
10. A well-qualified and experienced faculty actually involved in teaching learning and research process.
11. Proven track record of having high quality teachers since its establishment in 2006.
12. The institute provided opportunity to attend different types of faculty development program including in house and from another institute.
13. A well-defined student admission policy
14. Adequate student support services.
15. Internship opportunities and teaching practice for students in top in-house schools and nearby schools.
16. Transparent feedback system

17. Time-bound examination system and declaration of results
18. Highly committed and supportive alumni network
19. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and overall quality improvement of the institution.

### **Institutional Weakness**

1. This institute is self-financed institute so limited income generation constraints the developmental activities.
2. Problems to find sufficient alternative sources of revenue.
3. Generation of funds is often a serious limitation in expansion and up gradation of campus facilities.
4. SKNCOE is primarily an undergraduate college mainly focusing on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus.
5. The College is affiliated with PAH Solapur University Solapur is limited by the program structure and curriculum prescribed by the University and therefore does not have much flexibility in curriculum development.
6. Limited resources in the use of digital technology to enhance teaching-learning in campus.
7. Non-availability of NSS scheme for students.
8. We have limited resources in the use of ICT technology.
9. Limitation of facilities for differently abled students.

### **Institutional Opportunity**

1. To start skill-oriented education unit for academic expansion.
2. To discover alternative income sources for future development.
3. Introducing Master courses in the campus
4. To organize more faculty development program for professional growth of teacher.
5. To make available resources for differently able learners.
6. To develop ICT lab with more facilities.
7. To motivate teacher trainers for developing ICT based teaching learning material.
8. To provide motivation to faculty for research work by getting research grants from various funding agencies.

### **Institutional Challenge**

1. The curriculum planning and curriculum development is not in our control.
2. The funding is not available.
3. The admission process delays make constraint to implement program in stipulated time.
4. The delay in government scholarship impacts on mobilization of funds.
5. The students who are non-performing threat that can impact enrollment, and revenue.
6. SKNCOE increasing competition from many colleges.
7. Labor market trends appeared as a threat because of private schools hiring personnel with minimal credentials.
8. The commercialization of education is changing the societal values present a challenge to the vision of

the college.

9. Difficulties in application of changes suggested in NEP being an affiliated college.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

SKNCOE has a regular in house practice of planning and implementing curriculum to the local context and situation. For this we have made academic calendar having theoretical and practical workouts. Some faculties of our college involved in a board of studies of University. In our University syllabus our board of studies plan program learning outcomes and course learning outcomes which are shown on website of our college. We have academic flexibility including pedagogy courses and optional or elective subjects in our syllabus. We planned to include value added courses in our college. We encouraged our students for completing self-study courses with the help of SWAYAM and other sources. The curriculum provides opportunities for the students to acquire and demonstrate knowledge skills values and attitude. Our college gives importance to the student diversity including social economical and linguistic diversity. We provide the wide range of curricular experience in teacher education program. We developed feedback system which is guided by our accredited institutions.

### **Teaching-learning and Evaluation**

In this criteria teaching, learning and evaluation, we provided information about enrolled students of 5 years. We provided data including information about reservation candidates including social and economic. We followed student diversity at the time of admission process. The student diversity is acknowledged by induction program and different types of regular exams which are conducted in our college.

We followed multiple mode approach to teaching learning which includes experience learning, participatory learning, and problem solving methodologies, brain storming, group discussion, and online mode of learning.

We are using ICT mode of teaching and learning. At the time of pandemic condition as per the guidelines provided by State Government, we followed online mode of teaching learning process. Continuous mentoring is provided by the Teachers for developing professional attitude in students. We created mentoring groups for each class in our teacher education college. We implemented curriculum as well as information about recent developments in the field of education through different activities. We nurture creativity innovativeness intellectual and thinking skill with empathy about life skills among the students by organizing different types of workshops and seminars.

The internship program is the basic thing of every teacher education institute. We made MoU with local practicing schools and as per the contract we are working for providing the best training to the students.

At the time of internship we managed different types of curricular and co-curricular activities at the ground of schools. The evaluation is done by peer groups and teacher trainer to provide feedback and develop training tactics in our institute. We motivated to the student teacher to use ICT mode of teaching and learning process. We followed effective monitoring system at the time of internship program.

In our college all faculty members have university approval and all are indulged in different research and

development activities. We have four teachers having Ph.D. degree.

The evaluation process of our college is done according to the directions provided by University. There are internal and external evaluation which is aligned with PLO and CLO. In these criteria we provided information related to the performance of the outgoing students.

### **Infrastructure and Learning Resources**

This criterion informs research and outreach activities of our college. In this cycle our four faculty members completed their PhD degrees. In this cycle 35 research papers were published by our faculty members in different journals and 15 research papers published in conference proceedings. The student's participation in outreach activities is remarkable in last 5 years. The national priority programs were celebrated and participated by our students in college.

We have linkage for faculty exchange Student exchange and research in the last 5 years with two other teacher education colleges. Our teacher education institute has linkage with our practicing schools and our institutional schools for the placement.

### **Student Support and Progression**

The institute has adequate facilities for teaching and learning process. SKNCOE has well equipped classrooms, laboratories, sports rooms, computer room, boys room, and girls room, having various types of facilities. It includes science lab psychology lab computer lab sport room sport ground gym boys and girls hostel staff quarters stationery activity room and parking. The library is the main learning resource of every college and our library has plenty of books and the books related to the general knowledge. The e library process and remote access is in a process. The library includes the books related to the curriculum journals and newspapers. The annual expenditure is given in prescribed format. The routine maintenance of infrastructure is a done by the management and related step up the college.

### **Governance, Leadership and Management**

SKN COE has a range of capability building and skill enhancement initiatives including career and personal counseling academy skill enhancement through different types of activities seminars and conferences. The institution has a transparent mechanism for timely redressal of student grievances including harassment and ragging cases. The institution provides training for the placement and placement facility for the student who completed their education. There is large number of students who got placed in our local Marathi medium and English medium schools. Some of them are working distinctly in different areas of India. Sum of our students has admitted for higher degree like post graduate and Ph.D. and some of them passed professional exams like CET TET and CTET. Our college has alumni association which is important for feedback and motivation to the future students. They are acting as an effective support system to the institution.

### **Institutional Values and Best Practices**

The governance of SKN COE is reflective in its vision and mission. The institution practices decentralization

and participating management. There are different types of committees formed in our college having representatives from management staff students alumni students and society. The institution maintains transparency in its financial academic administrative and other functions. For transparent financial management we practiced internal and external audit system.

We formed Strategic plan for various activities. The functioning of the institutional bodies is effective and efficient as visible from policies administrative setup appointment and service rules and procedures. We have some policies and procedures and separate performance appraisal system in our college. The rules and regulations were administered by the management and strictly followed by the principle teaching and non-teaching staff. We have internal quality assurance cell, college development committee, student's council, anti-ragging committee, anti sexual committee, grievance redressal committee, backward class cell, admission committee, library committee, research and development committee, competitive exam committee, and purchase committee. Our faculty members attended online faculty development programmes in these five years. Our institute is self-financed institute so we collected funds from tuition fees of the students. The institute reviews its teaching learning process periodically through IQAC.

### **Research and Outreach Activities**

The institution has clean and green large educational campus near the state highway. Our campus is environmental friendly campus which is free from pollution. We have energy conservation policies by replacing conservative technology.

We have waste management policies related to the waste from the campus. It includes waste management of solid things and waste management of water. We have recycling plant of waste water. This recycled water is reused for the plants in the campus. We have water filtration tank which is helpful to provide healthy water to our users. We have clean and green campus policies and at every year we are going to improve these policies. We have hostel for boys and girls and staff quarters equipped with solar energy. Our campus encourages for no plastic and use of the e vehicles. We formed separate policies and conditions for the use of physical infrastructure in our college.

The institution has clean and green large educational campus near the state highway. Our campus is environmental friendly campus which is free from pollution. We have energy conservation policies by replacing conservative technology.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. KASHIBAI NAVALE COLLEGE OF EDUCATION, KAMLAPUR
Address	SINHGAD CAMPUS, KAMALAPUR
City	KAMALAPUR
State	Maharashtra
Pin	413307
Website	<a href="http://www.sknbed.org">www.sknbed.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sajikrao Keshavrao Patil	02187-287590	8888883663	-	sajik.k.patil@gmail.com
IQAC / CIQA coordinator	Nadaf Rafik Nuruddin	02187-287591	7798172865	-	rnn6970@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	<a href="#">View Document</a>

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,DCl,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	<a href="#">View Document</a>	03-07-2019	60	continue

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	SINHGAD CAMPUS, KAMALAPUR	Rural	14	3254

## 2.2 ACADEMIC INFORMATION



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education	24	Graduation	Marathi	55	50

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

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

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

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	4	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	3		0		3

**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	31	1	0	0	32
	Female	22	0	0	0	22
	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	2	1	5
	Female	1	5	2	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	5	13	15
	Female	3	14	9	4
	Others	0	0	0	0
General	Male	16	4	7	7
	Female	9	3	2	4
	Others	0	0	0	0
Others	Male	8	8	7	7
	Female	2	0	1	0
	Others	0	0	0	0
Total		44	41	42	43

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Smt. Kashibai Navale College of Education is one of the leading Teacher Education Institute in rural area of Solapur district for creating awareness of National Education Policy (NEP 2020). It visualizes an
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	<p>education system rooted in Indian philosophy that contributes directly to transforming India that is Bharat, sustainably into an impartial and vibrant knowledge society. The Vision of National Education Policy is to provide high quality education for developing human resources in our nation as global citizens. To get this vision Inter-disciplinary and multidisciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program. The purpose of such type of education is the creation of greater opportunities for individual employment after the completion of different programmes. In this relation our PAH Solapur university Solapur made discussion among management, principals and head of departments to understand the draft and different aspects of NEP. It included diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Our college has participated state level discussion at Mumbai University in presence with NCTE head Delhi on 02/06/2023.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) is main feature of NEP for the students to achieve quality in various skills and knowledge. It will permit students to take courses as per their vocational, professional, or intellectual requirements. It is suitable for exit and re-entry at different points. This will support students to select the best courses or combinations that suit their aptitude and quest for knowledge. The Academic Bank of Credit concept is started from academic year 2022-23 by our affiliating university.</p>
3. Skill development:	<p>3. The NEP 2020 anticipated for the holistic development of youth with importance on raising Gross Enrolment Ratio that is GER. It also gives importance to skill development as the main factor to make mission Self Dependent India. There is another approach towards developing vocational courses by higher education institutes. As a Teacher Education College, SKNCOE is ready to accept the changes at national level educational system. As per the curriculum designed by PAH Solapur University Solapur we will try to start skill oriented short term programmes which will be suitable for local environment and area.</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge system self-reliant knowledge system. From ancient India to modern India it is clear that India's future aspiration with regard to education, health and environment will be developed after accepting local issues in developing education system. SKNCOE celebrates different traditional days to encourage learners to understand the cultural, Indian Ethos and professional Ethics. Our curriculum has some ethical aspects which encourage students to study Indian culture. For example through Drama and art in education we provide them exposure toward Indian culture. The college conducts planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Smt. Kashibai Navale College of Education has accepted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at programme and course level outcomes (PLOs/CLOs). In our college appropriate learning experiences are designed and delivered to facilitate achievement of the stated learning outcomes. Such outcomes are assessed and analyzed to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities which included outcome based educational factors</p>
<p>6. Distance education/online education:</p>	<p>The policy directs that HEIs that fulfill specified criteria should offer distance and online programmes to develop inclusive education. In our university there are provisions for distance education and our college will start center for it in future. For the Covid -19 pandemic, educational institutions in the country has increasingly involved in using online platform for teaching and learning process. Our college also started online platform before two years. This can be measured as the new normal, which is foreseen in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19).</p>

## Extended Profile

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### 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
109	98	78	92	91
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
54	44	41	42	43
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	44	37	42	43
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	54	37	50	48
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
7	7	7	7	7



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 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
19.67	16.05	17.99	36.34	39.06

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

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

Response: 30

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

Our college staff members are regular in-house practice of planning reviewing revising and conducting curriculum. It helps to our faculty members to implement plan for complete all sides of curriculum for teacher education course. Our faculty members are members of various bodies of PAH Solapur University Solapur, they actively participate and frame syllabus at university level, now two years CBCS semester system curriculum is framed in 2019. From this year we are following all types of guidelines provided by Board of Studies time to time.

At college level proper planning and implementation should be rendered by teaching and supportive staff. We conduct discussion in staff meeting for reviewing, Planning and implementation. We made academic calendar and IQAC approved this calendar which includes curricular and extracurricular activities. We implement all the activities through prepared time table, for transaction of syllabus all the head of department of various courses arrange meeting of the faculty members in the first week of each semester for work distribution and tentative dates of implementation of theory and practical are decided.

All faculty members planned for teaching learning activities. Before implementation they prepare annual plan for all teaching and practical subject. A copy of time table of theory and practical is displayed on the notice board and WhatsApp groups of students. We collect feedback from student and faculty regarding curriculum modification, discussion was held and we suggest university authorities for difficulties arises to implement curricular activities. Our practicing school teachers and head masters also help us for implementing practical part of syllabus. In academic year 2021-2021 we have conducted some part of theory and practical through online mode by using zoom, Google meet and WhatsApp conference call. After the directions provided by university, we implemented our plan by offline mode regularly. As per the local need we included skill-based subjects like Public Speaking and Stress Management with theory and practical base. These subjects were developed public speaking skill and skill for managing stress among student teacher.

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

**1.1.2**

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

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

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

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

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

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

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	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
13	13	11	11	11

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

**1.2.2**

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

**Response:** 1

**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
2	2	1	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3**

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

**Response:** 24.57

**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
43	42	30	00	00

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 0

**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
0	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[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:**

Smt. Kashibai Navale College of Education Kamlapur, provides opportunities for the students to acquire and demonstrate knowledge skills values and attitude related to various learning areas. These learning areas are enriching teaching skills, school experience and internship, social service program for three levels, visit to innovative organisation different educational places, practice teaching, lesson planning workshop, workshop on teaching aids, content come mythology workshop, evaluation workshop, action research workshop, physical and health education, school internship seminars workshops on new thoughts and fairies entered in the field of teacher education etc.

The workshop related to enriching teaching skills includes different micro teaching skills like introduction aim of teaching content presentation collaboration and evaluation of teaching content in one period it also includes homework and observing different things for the class management.As per the curriculum developed by NCTE and Punyshlok Ahilyadevi Holkar Solapur University Solapur we are conducting entrance for each semester in this internship program student teacher can learn micro things from the school activities includes curricular and co-curricular activity.

Practice teaching and internship program develops teaching skill of student teacher on the real ground. At the time of practice teaching, we are observing presentation of each student teacher and give feedback at that time then the student teacher gets right things at the time of teaching in the class. To provide backup to the practical lesson we are arranging a workshop for making teaching such type of workshop helps the

student teacher to prepare teaching add for the better presentation of his content in the class.

To support teaching skill we are going to arrange workshop on content come mythology and evaluation which helps to the student teacher to develop his or her presentation skill in the classroom with the help of analysis of the content and at the time of evaluation we are going to teach them how to evaluate students at the time of content presentation or how to conduct unit test and term exams in evaluation workshop. The workshop on models of teaching constructivism seminars physical health and education again support to the student teacher to teach in the class very effectively. For the development of personality our college is a conducting social service program physical and health education program creativity and personality development program seminars different National days and different cultural days including social servants and other.

We are helping the student teacher by arranging different motivational programs and value-added courses to develop a perfect teacher personality which is useful to the future students to develop their knowledge skill and abilities with the competence which will need of the day. In this way our institution provides different types of opportunities for the students to acquire and demonstrate knowledge skills values and attitude related to the different areas of human personality.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

#### **Development of School System**

The curriculum covers the theoretical aspects exhaustively. The programme gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).

#### **Functioning of Various Boards of School Education**

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house



innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

#### **Assessment Systems:**

The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. PG students develop and implement programs that deal with diversity and inclusivity.

#### **State-wise Variations:**

Students are familiarized with the National norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

#### **State-wise Variations:**

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards are also considered.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### **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:**

Smt Kashibai Navale College of Education , Kamalapur is affiliated with PAH Solapur University Solapur. The course is branched out having theoretical as well as practical aspects integrated to skill based learning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge

to bring linkage. The EPCs which is part of the B Ed. course is designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to students to understand its content and functionality which are intertwined during internship as well as teaching. Eg. Certificate courses in soft skills & conversational English, basic skills in counseling reflects in their capacity building. The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues. Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in students' placement for their profession. The electives are offered for self-development and professionalism. A few participating activities to mention are: - Maintaining a self-reflective diary - Designing innovative lesson plans - Visiting innovative schools. - Report writing on various activities, Preparation of Multiple Choice Questions (MCQs) Optimal learning environments are provided by articulating the finest curriculum. Certificate Courses – their functionalities are instructed to students, to augment their professionalism. Emerging areas in teacher education are incorporated during curriculum revision within a span of 3 years. Policies of Apex bodies of the State and National level are read, and reviewed to be assimilated into the course as additional information to update students on current trends in the teaching profession. Workshops, were organized on professional development of teacher in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:** E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2**

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

**Response:** E. Feedback not collected

## 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:** 93.64

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 78.4

**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
21	14	22	18	23

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

### 2.1.3

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

**Response:** 3.69

#### 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	4	5

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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:**

Smt Kashibai Navale college of Education Kamlapur initiates following strategy to assess the student.

Face to face interview with the Principal, PTA meetings, interaction with parents, questionnaire administered to wards to know their necessities in course completion. Content test conducted at the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities and enrichment programmes are offered.

Induction programme for 3 days begins with assembly wherein the seniors conduct prayer service followed by a warm welcome to the fresher's gathered. Interaction of Principal and faculty with students, self-introduction, orientation about college and Departments.

Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Enacting, talks by professionals which includes alumni on various themes, plantation: each one plant one, Mentoring, are the main areas focused upon.

Areas like communication skills, computer knowledge and personality development sessions are assessed. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also assessed.

Sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity, Threat (SWOT) analysis is done at individual level too. Before the beginning of the programme Almanac is electronically communicated. In small group personal

assessment is in practice through mentor meets at regular intervals, which makes their stay conducive to learning and handle the pressure that arises during their programme. Observation skills are strengthened through observation test. Collaborative and cooperative learning is encouraged by peer learning groups, both for advanced learners and slow learners for mutual benefits of assessing their skills through team work. Advanced academic support is given to appear for quality competitive exams such as TET, CTET, NET etc.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.2

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

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

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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.3

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

**Response:** Only when students seek support

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

### 2.2.4

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

**Response:** 109

**2.2.4.1 Number of mentors in the Institution**

Response: 01

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:**

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

**1.Experiential Learning:**

When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme-based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

**2. Field Visits:**

The theoretical knowledge is combined and adopted through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction. Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone total 12 weeks of teaching experience.

**3.Participated Learning:**

Drama and Art reside in significant and integral part of the college's teaching & learning process. Other



than the course requirements, script writing, choreography provides platform for the needed skills. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and different day awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

#### 4. Problem solving Methodology

Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem-solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions.

As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic, open and discipline centric are provided to enhance students' knowledge, competencies and research skills.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.3.2

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

**Response: 0**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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: 0**

**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**

<b>File Description</b>	<b>Document</b>
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.4

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

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

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

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

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

All B. Ed students are grouped under the supervision of mentors with 14 students to cope with academic and professional growth. They are encouraged and guided to participate curricular and co-curricular events.

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 different types of support to complete the programme successfully.

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self-conducting habits with stakeholders, within the community other than the profession.

During PTA meet, parents of student-teachers admitted about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. Later, during the ongoing of the course, student teachers attend different types of mentoring meetings.

Every semester by the principal for academic and personal wellbeing are conducted with confidentiality. Stages of internship and field projects are stress related, therefore, mentors/lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

Awareness programmes are organized during the formative period of the programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues.

The professional attributes developed are team spirit, precisising, communicating, decision making, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

Four semesters' activities are monitored by the concerned mentors and in-charge lecturers with learning experience, expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

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

**Teaching learning process:**

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis school level teaching processes.

In Pedagogy of languages, students prepare lesson plans based on Concept Attainment Model, Value based, and other models of teaching. In pedagogy of subject methodologies students prepare lesson plan based on Content Modules, Value based lessons, lesson plans based on Constructivism, Science Technology, Arts Mathematics and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills.

CCM promotes the integrates the content and method of teaching. These practices leads to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans.

During teaching, students are encouraged to work in teams, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned methodology lecturers demonstrate each skill. They select topics for different lessons and form groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior at college level under simulation sessions which are implemented during internship.

Impact of teaching during formative period inculcates life skills and values such as lifelong learning, leadership, team work, ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by connecting to real life. It engages them in reading and reflecting on texts, role-play, drama and art in education, critical understanding of ICT, which enables self-adapting capacity and apply new domains of knowledge to reflect on achieved disposition for holistic development.

Empathy is developed through value based lessons Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred. While transacting the lesson, students are trained to in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

Language Across Curriculum is implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts. Students are sensitized to the three language formula and required to complete a project demonstrating their

understanding of the LAC approach. E.g. Students in the 2019-2021 batch were given the following task: Lambert (1991) is of the view that most countries spend a large amount of their national resources on language learning decays through lack of use. The response itself triggers creativity and thinking skills.

Students are introduced to the concept of inclusivity and they demonstrate this understanding by designing teaching learning activities. Students teachers are continuously mentored to use translation applications to bridge the linguistic gap and take advantage of the certificate courses offered by the institute.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.4.2

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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

**Response:** B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.4

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

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

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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

### 2.4.8

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

**Response:**

Our college sends student teachers to internship programme in four semesters catering to different levels. The following initiatives are taken:

**1.Selection/ identification of schools for internship:**

Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

**2.Orientation to school principal/teachers:**

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 19 weeks from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

**3.Orientation to students going for internship:**

Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each teacher trainee gets at least five lesson plans approved by their methodology lecturers and are instructed to submit their lesson /unit plan daily to master teachers for constructive suggestions. internship covers 1,3,3, and six weeks where students are well prepared to deal with adolescent students other than the teaching skills. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students.

**4.Implementation:**

The students directly visit to the practice teaching schools and implements the planning. There is

observation by one team trainer and co- trainee. The feedback is provided by trainer and observer.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.9**

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

**Response:** 7.71

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

Response: 7

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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:** C. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

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

**Response:**

##### **1.Preparatory Stage and Teaching Stage:**

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession.

**Teacher Educators Role:** They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled. M.Ed. internship programmes in B.Ed. colleges and special schools integrates hands-on experience with theoretical bases preparing students for a smooth transition to the professional front. The teacher educators identify special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

**Role of Peers:** Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

##### **1.School Stage and Teaching Stage:**

**Role of School Principals:** They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

**Role of School/ Master Teachers:** As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology teachers as instructed by the school principals. The teachers assign the lessons to be taught for the month earmarked

by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework's that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too. At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, feedback is obtained regarding the students' teaching and interaction. Marks obtained are sent in sealed covers for analysis.

Teacher Educators Role: Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers: Students assigned in the same school give emotional- physical support.

Improvement Stage:

Role of Teacher Educators / Master Teachers: The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements. Master teachers recommend our candidates for various posts vacant in their respective schools.

Role of Self: Every student teacher assesses their own growth from semester I to IV, through a reflective analysis and improve upon themselves through peer assessment process from their peers.

The reflective journal and portfolio projects, students are monitored and credited based on their self-worth.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.12

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

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

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

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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:** 100

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

**2.5.2**

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

**Response:** 28.57

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

Response: 2

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.3**

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

**Response:** 21

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

Response: 147

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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 major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows:

1. During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future.
2. Pedagogues share information with colleagues, alumni and others regarding latest changes in education.
3. An in-depth study of the mobility of teaching as a profession, specialized areas are identified and discussed.
4. The faculty members attend seminars, webinars, and discussed with in-house members (colleagues) in area of interest, expertise leading towards professional engagement.
5. All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement.
6. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes.
7. The new aspects of the information obtained and implemented in their internship from their respective schools, feedback is obtained from the master-teachers regarding the students' teaching and interaction, marks obtained during internship and discussed to improve students' performance.
8. On a rotational basis, projects and competitions are allotted to staff, in order to give maximum exposure to various areas so that they have a cross-sectional perspective of the various projects in all the four semesters.
9. In-house deliberations take place informally in the staffroom on topics on educations.
10. Faculty development field trips (tours) are periodically arranged for updating the current

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>

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



**Response:**

Our institution adheres to academic calendar for the conduct of Internal Evaluation. There is a systematic mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution. Our College has a systematic mechanism of Continuous Internal Evaluation (CIE) of student learning. There are different programs in our college. We have special committee Continuous Internal Evaluation (CIE) of student learning. The committee conducts Continuous Internal Evaluation (CIE) of student learning in a transparent and objective manner timely. It is conducted according to semester pattern prescribed by our University. Continuous Internal Evaluation (CIE) of student learning is conducted through:

1. Theory related practical
2. Tutorial
3. Assignments
4. Practice teaching and school internship
5. Enhancing Professional Capacities. 6. Other Practical's
6. Seminars

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

Grievance Redressal Committee: The college/department shall form a Grievance Redressal Committee for each course in each college /department with the course teacher/Principal/Director and the HOD of the faculty and the members. This Committee solves all grievances of the students. College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised.

##### **Exam Revaluation:**

If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The controller appoints examiners other than the previous assessor and if a change is found it is rectified.

<b>File Description</b>	<b>Document</b>
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

### 2.6.4

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

**Response:**

**The Institution adheres academic calendar for the conduct of Internal Evaluation. According to the planning our college implements internal evaluation system. The college as well as university directing guidelines to the faculty members for conducting assessment activities.**

Before the commencement of the academic year, the Institution prepares an ‘academic calendar’ containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar follows the NCTE norms of hundred working days per semester followed by examination & ISB. The orientation & field work, practicals and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensure transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process:

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

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

The teaching learning process of the college is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches designed in curriculum. The core of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner.

The implementation of curriculum creates a link between learner, syllabus, content, skills with required support system. The changes which are expected are defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students’ learning form the basis of transforming teaching to innovative learning through varied strategies.

The pedagogies are associated to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory,

collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.

The practical activities in association with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. which facilitates critical, reflective thinking and communication.

The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components.

B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching. Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 2.7.2

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

**Response:** 98.66

#### 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
54	39	43	45	40

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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 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.**

Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced during internships are evidences of learning outcomes of professional and personal attributes. Exposure to special school visits and door-to-door survey for developing a positive community life for children with special needs.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.7.4

**Performance of outgoing students in internal assessment**

**Response:** 74.07

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

Response: 40

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.7.5**

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

**Response:**

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered in our institution. At the time of entry of new students, the principal interacts students to evaluate their needs and ambitions. We notified the students at the time of admission. The institution arranges an orientation program for students at the beginning of the new batch each year. We make SWOT analysis of the students. At that time we give an information about the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute.

A variety of talent-seeking programs in various fields such as drama, literature and fine arts are planned and implemented to discover the hidden talents and hidden abilities of students. Teacher trainers assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. The college provides tutoring for weak students in subjects to improve skills and skill. After assessment of the students, slow learners are identified and they provide remedial education. Students receive reading materials. Teacher trainer organize with parents of slow learning students to meet their needs. In this way we providing all types of opportunities to develop student.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>

**2.8 Student Satisfaction Survey****2.8.1**

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

**Response: 3.92**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### 3.1.3

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

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

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

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

**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:** 3.71



**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
02	01	08	09	06

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.2.2****Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.29**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 3.8

**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
03	02	02	05	07

**File Description****Document**

Data as per Data Template

[View Document](#)**3.3.2**

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

**Response:** 63.03**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
45	52	50	63	85

**File Description****Document**

Report of each outreach activity with seal and signature of the Principal

[View Document](#)**3.3.3**

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

**Response:** 68.38**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
86	45	63	57	69

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

Smt Kashibai Navale College of Education has strived to live its vision, mission statements of selfless service to the community. The college has involved themselves in 'Woman Empowerment, save water camps in village Area.

The Outreach activities can be categorized under 3 programmes

1. Sensitization and Humanitarian outreach programmes
2. Capacity Building Programmes
3. Clean and green environment Initiatives and Experiential learning programmes.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

**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
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 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: 2**

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

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

<b>File Description</b>	<b>Document</b>
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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: 6**

**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: 06

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>

**3.4.3**

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

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

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

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

Our Smt. Kashibai Navale College of Education Kamalapur has all facilities from the point of view of study and teaching. The campus has 10 acer area havin green and clean landscape near the Maharashtra state high way Ratnagiri- Nagpur.

There is a separate resource center for each subject. These rooms are named as method rooms. For each method there are all types of learning resources.

There is a separate professor for each subject. Every professor has provided with computer, internet facility in his resource center. Some reference books are available in Tyana Resource Center. Each subject has a resource center with such facilities. Our cllege has other facilities such as:

- 1.Science labs,
- 2.Psychology lab,
- 3.computer lab
- 4.Sports room,
- 5.Sports ground,
- 6.Gym,
- 7.Boys and girls hostewl
- 8.Staff quaters
- 9.Stationary
- 10.Activity room
- 11.Parking

These facilities are constantly used by students.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 22.22

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

Response: 2

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

Response: 9

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 1.32

**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
00	1.7	00	00	00

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

Smt. Kashibai Navale College of Education Kamalapur has library with all types of offline facilities. The ILMS is in progress.

### 4.2.2

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

**Response:**

Smt. Kashibai Navale College of Education Kamalapur has library with all types of offline facilities. The remote access is in progress.

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

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

### 4.2.4



**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)****Response:** 0.09**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
0.04	0.2	0.11	0.08	0.02

**File Description****Document**

Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)**4.2.5****Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 15.46**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: 380

**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: 357

**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: 362

**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: 366

**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: 328

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

**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: E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**4.3 ICT Infrastructure****4.3.1**

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

Response:

College has adequate number of computers with proper internet connectivity in ICT Lab and Library also. Computer systems are configured with latest technology includes Microsoft windows XP professional- operating system, Pentium Dual-core with 2.70 GHZ –processor 2 GB- RAM capacity, 250GB hard disk capacity in all the labs and all the computers having antivirus software for enhanced

security. In addition, colleges have provision of 1 laptops and also most of the faculty have their own laptops. The internet bandwidth connectivity is upgraded up to 10 mbps. Institute has 1 classrooms with LCD Projector and also 1 other movable LCD projectors with screen are used as and when needed. Library is partially automated. Library which allows user to search the library collection over smartphone. The office administration is fully automated. Website of the college is administered and updated regularly by dedicated staff. The entire campus and all the lecture halls are now monitored through CCTV cameras.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 3.63

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 10

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

**Response:** 10.00

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>

#### 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:** 42.88

**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
11.02	09.65	10.85	11.82	12.02

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

##### 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:**

The college has an established system for maintaining and utilizing physical, academic, and support facilities. This system comprises active planning bodies like College Development Committee, IQAC,

Building, and maintenance committee Finance and Purchase Committee, Hostel Committee Library Committee, Sports and Physical Education Committee, College garden, and Feedback Committee etc. At the beginning of every academic year, CDC decides the budget and allocate a specific amount to different heads of the expenditure. They take a periodical survey of the campus about repairs, replacements, damages, etc. Feedback from the students and parents is considered by the Feedback Committee for the implementation. Maintenance of the physical facilities: -Classrooms, Guidance rooms, seminar hall, Ladies room, Boys and Girl's hostel, Library, reading room, Laboratories( Resource centers) are for students admitted for the college. All classrooms are with adequate furniture and teaching aids for a smooth teaching learning process. Information Technology lab, Psychology lab ,Science lab are fully equipped and maintained by the respective head of the labs with the help of administrative staff. Structural Audit was done by the competent authority. College has Resource. Students are encouraged to use these in their practice lessons. Sufficient provision is made in the annual budget for each laboratory for maintenance and development. Annual maintenance contract of ICT lab and computers is given to local agency. All the labs are well equipped with adequate numbers of computers. Sports, games facility: - Institute has a playground. Play Games like musical chairs, cultural activities and Physical Education are carried out on this playground. College has Indoor game facility for faculty and students for games like Carom, Chess, Table-Tennis. Playground and Indoor games. hall is maintained by the head of the physical Education and Health resource center. Ladies Room : There is separate Ladies Room with sanitary facility. Guest room with attached small kitchen and toilet regularly cleaned by the worker of local agency. Library:- Library is well maintained according to changing academic needs. Library committee give suggestions for the development and maintenance of the library. Reading room and the Research Room are well maintained by the library. Shielding of the windows of the library with iron nets was done. Hostels:- College has Ladies and Boys hostel with solar heaters. Rooms of the hostels are well equipped and provided to students and employees of the mother institute whenever needed with nominal charges. Vehicle parking is available Safety:- Safe drinking water facility college has taken care of health of human resources of the college by placing RO water filter unit with cooler. CCTV cameras for safety of the human resource and infrastructure of the college CCTV cameras installed inside and outside of the college building which maintained by the agency appointed by mother Institute.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

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

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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:** C. Any 6 of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

### 5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

**4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 65.91**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
32	30	28	32	23

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 25.93



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

Response: 11

**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: 3

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

Response: 9.55

**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
16	01	02	01	01

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Student council is active and plays a proactive role in the institutional functioning**

**Response:**

During the AY-2021-2022, we could not establish student council as per Maharashtra Public University Act-2016, due to delay of admission process and policies laid down by the P.A.H. Solapur University, Solapur. For Covid-19 pandemic situation.

But at the institutional level, we formed the student council by following the guidelines laid down by the University. We established students council for planning and execution of various activities in the college. Due to pandemic situation, curricular and extracurricular activities represented in planning and execution of the program. Their suggestions and advice were considered in planning the activities the activities.,-Independence Day Celebration, Teachers Day, Birth and Death Anniversary of Imminent Personalities, Various Competitions ,Activities .They had been given various opportunities to invite skillful resource persons for the orientation program and to experience leadership by conduction different activities.

<b>File Description</b>	<b>Document</b>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>

**5.3.2**

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

**Response:** 14

**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
8	6	18	19	19

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumini committees are not registered in our college. We have a non-registered Alumni Association. At college level our Institute of Alumni Welfare Association creates and maintains a life-long connection between the Institute and its Alumni. In collaboration with extremely dedicated volunteers, the Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming and services. Institute of our College Alumni Welfare Association creates bonding between the Alumni and students in terms of mentoring, volunteering and advocacy which is vital to sustaining and growing the standards of the Institute. By facilitating relationships between students and alumni during various events, a deep connection is created between students, alumni, and the Institute itself. The mission of the Association is to foster strong bonds between alumni, students, and the Institute to keep alumni informed and create a network enabling them to remain engaged with their alma mater and helps to shape their future through the Association's programmes and services. Core committee of alumni association is established for the smooth working and execution of activities. It suggests the name of some alumni to conduct different activities our alumni are always ready to work as resource persons.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

**5.4.3****Number of meetings of Alumni Association held during the last five years****Response:** 4**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	1	1	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

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

An Alumni Association has been established in our college.

This organization is non- registered and is seen as an inspiration group for students in our college.

Every year, alumni meet in our college to share their college experiences and real job experiences.

Along with this, a different kind of chain and relationship is maintained between the college and our student and the instructions given by the former student are followed. Their suggestions are accepted as feedback in our college and we modify our procedures accordingly.

Alumni meet is not just a get together but the knowledge gained as a student and the need for practical knowledge on the job is discussed and efforts are made to bring about extra curricular changes in the

colleges and impart such knowledge and skills to the current students. All the information about the success of those students and how they tried to achieve that success is alleged at that time by holding the Alumni gathering. This gives new students the benefit of their experience.

The following things are done by association:

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

All the above actions suggest that alumni act as a mentor to current students. To work is to promote future development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:**

#### **Smt Kashibai Navale College of Education**

Kamalapur, Sangola Dist: Solapur 413307

#### **Vision**

To achieve excellence in teacher education through empowering student teachers by knowledge competence and creativity for sustainable development.

#### **Mission**

To create performance based, commitment oriented, competent global level teacher and to improve the effectiveness of teacher education through various innovative Teaching practices.

This is a teacher training institute administered by SPSPM. It is not possible to handle all types of administrative and educational work following centralized management. The college promotes the practice of participative management by involving staff, students and other stakeholders in various activities. So we following sometimes decentralized management which is given below.

As per the vision of the college to achieve excellence in teacher education through empowering student teachers by knowledge competence and creativity for sustainable development, our institute has working under the leadership of Prf. M N Navale, president of SPSPM. Under his management our director body takes different descisions for the development of college and visionary workouts to create excellance in teacher education. Our institute has 10 acres green and clean campus having different types of branches which are providing education for different stages with different visionary dreams of the nation.

At the time of decision making with the help of managing committee of the institute all types of the decisions are in formed to the principal. Principal following these rules to create competitive teachers for the future of India. Sach types of decisions are mandatory to the secretary of SPS pm and campus director of our institutional campus who are working above the principle in hierarchy.

The decisions related administration and management where transparently in formed to all the teaching and non teaching staff and sometimes the related decisions to the students where in formed time to time.

The mission statement is to create performance based, commitment oriented, competent global level teacher and to improve the effectiveness of teacher education through various innovative Teaching practices. It is ultimately follws by all who are related to our Institute.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

Smt. Kashibai Navale college of Education Kamlapur is a teacher training institute administered by SPSPM. It is not possible to handle all types of administrative and educational work following centralized management. The college promotes the practice of participative management by involving staff, students and other stakeholders in various activities. So we following sometimes decentralized management which is given below.

#### **Institution practices decentralization and participative management**

As per the vision of the college to achieve excellence in teacher education through empowering student teachers by knowledge competence and creativity for sustainable development, our institute has working under the leadership of Prf. M N Navale, president of SPSPM. Under his management our director body takes different descisions for the development of college and visionary workouts to create excellance in teacher education. The general secretary and co- secretories help in administration and management of different branches of the society SPSPM. Our Each educational campus has campus director who is reporting to the secretary and chairman in decision making. The middle co-operation is doing by Director of School Education.

The director of school education helps to each prncipal to administer each and every discision taken by managing committee. She also helps in placement of our students in various schools in STES and SPSPM.

The campus director has an eye to observe and direct guidelines for smooth and fine management. He is also working as coordinater between student and principal sometimes.

Principal: Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaborative approach. Staff meetings

are organized to discuss curricular and co-curricular activities to take decisions collectively communicating and accelerating the process of progress. He creates a reciprocative approach to error free implementation of programmes.

The teaching and non-teaching staff are working as direct implementor on the ground are managed by the principal.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

##### **Response:**

Smt. Kashibai Navale college of Education Kamlapur is a teacher training institute administered by SPSPM. It is not possible to handle all types of administrative and educational work following centralized management. The college promotes the practice of participative management by involving staff, students and other stakeholders in various activities. So we following sometimes decentralized management which is given below.

1. Financial Management: Savitribai Phule Shikshan Prasarak Manadal is non profitable trust which is managed by its governing body. This trust has three campuses having different schools and colleges. This institute is one of them. Our President Prof. M. N. Navale is managing all financial issues with the help of Secretary and Principal Dr. S. K. Patil. After the end of each financial year our institute's audit is done and all financial transactions were certified and authorized by M/S Nitin Kudale. Our college has separate purchasing committee for purchase of different needs. This committee included member from governing body, campus director, principal and teaching non-teaching staff. IQAC provides inputs to the building and purchase committee before the Principal, subsequently, approved from campus director and joint secretary. Principal seeks permission from president of institution, lowest price is finalized and order is given and instruments are purchased respectively.

2. Administrative Autonomy: An Administrative Autonomy needs to develop institution as per its vision and mission. This college follows the policy of autonomy to each part of the administrative staff.

a. Principal: Principal has given necessary administrative autonomy to every department. At the beginning of academic year conduct meeting for annual planning. The different academic and administrative committees for decentralization of college work. They have authority to leave, departmental budget distribution etc.



b. Teaching Staff The teacher trainers are main implementer of curricular and co-curricular activities for the student teacher. They have autonomy to choose teaching method in the class. As per the norms of university they are following evaluation methods after the end of each academic year.

c. Head of the committees Activities of various committees are monitored by Head of the committees. Heads are given considerable liberty in planning and execution of curricular, co curricular and extracurricular activities at different level. College committee chairpersons, coordinators and members have autonomy determined activities.

d. Autonomy to Office Head clerk Autonomy to Office Head clerk distributes the office work among different office bearers like Head clerk, senior clerk, junior clerk and peons. He is given autonomy to supervise smoother functioning of office administration and student support system.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### **The institutional Strategic plan is effectively deployed**

#### **Response:**

#### **The institutional Strategic plan is effectively deployed by our Institution in different functions.**

**Curriculum Development:** The college implements the syllabus prescribed by the NCTE and Punyashlok Ahilyadevi Holkar Solapur University, Solapur. It is effectively communicated to all the stakeholders through publication on website and circulation among faculty and students. Feedback from all stakeholders is obtained for its effective implementation and improvement. In order to develop the skills required for the teaching profession, the Principal and all the faculty members are involved in the curriculum development with a view to creating a good teacher.

**Teaching and Learning:** The teaching-learning process combines lecture method along with modern interactive and participatory methods like group discussions, debates, presentations, seminars etc. Teachers are encouraged to attend faculty development programmes and teacher training workshops and various State / National / International Level Conference / Seminars. To enhance the social relevance of the courses, experts from relevant fields, social activists and members from NGOs are invited.

**Examination and Evaluation:** The college follows an academic calendar for conducting various Examinations including class tests, tutorials, seminars, presentations and other academic activities as per annual Academic Teaching plans.

Research and Development: Research promotion committee encourages teachers to participate in various seminars and conferences. The college provides faculty the required space, infrastructure, library facility, equipment's and support facilities, internet and LAN connectivity with Power back up for uninterrupted power supply during research.

Library, ICT and Physical Infrastructure / Instrumentation: All class rooms are Clean and well equipped. ICT Lab caters to various needs of advance and slow learners. The remedial lectures are organized for slow learners. Various evaluation methods for student evaluation are followed to assess learning outcomes. Library is enriched with reference books, e-resources and e-content. Various online and offline database including AIR, Manupatra, inflibnet etc. are freely available to students. The college provides free Wi-Fi internet facility for faculty and students. The college provides infrastructure for lectures, practical work, examinations, and facilities for ladies hostel, gent's hostel, canteen, free vehicle parking, Gymkhana, sports, common rooms, eco friendly campus, drinking water supply and health care for students.

Human Resource Management: Strategic approach to the effective and efficient management of faculty and administrative staff in an institute is done by the Principal so that it helps to gain a competitive advantage. It is designed to maximize employee performance in service so that it helps to enhance the quality of education in the institute. The human resource supported with all facilities including financial and non-financial. The human resource development is supervised and measured with the help of 'Performance Appraisal System' by central office of institute.

Admission of Students: The admission process of our college is transparent and open to all, in tune with the policy of inclusive education, ensuring equity and access to all. The admission norms prescribed by the NCTE, Punyashlok Ahilyadevi Holkar Solapur University, Solapur, and the Higher Education Department, State Government are strictly followed. Admissions are given only as per the guidelines of CET cell of State of Maharashtra.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 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:**

Hierarchical groups were created from top management down level to clearly define duties, responsibilities, accountability, and powers at each stage. SKNCOE established in the year 2006, has a broad Vision and Mission that focuses on innovative approach for quality teaching and research in education so as to bridge the gap between the industry and society. The institute follows a democratic

and participatory approach of governance for achieving its goals. All stakeholders participate actively in the administration of institute. The Institute has a well-structured administrative and academic setup to consistently improve the quality and standard of education transmitted and to achieve excellence. With greater consideration of all stakeholders over students an effective management system is organized. The foundation has formed various committees at institute and department level for the effective functioning of the organization. The objectives and functions of the committees are defined according to the instructions of the head of the institution. Various Institute Level and Departmental Committees College Development Committee Anti-Ragging Committee Grievance Redressal Committee Admission Committee R&D Committee IQAC Parent Teacher Association Alumni Activity Committee Cultural Committee.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 6.2.4

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

**Response:**

Smt Kashibai Navale College of Education, Kamlapur has different bodies and committees. Through these committees our college is planning academic and other functions and observes the implementation of each and every activity in the college.

As per the guidelines provided by UGC and University we are following rules and regulations of each committee and bodies which are working in the college. There are various committees which are given below:

- Internal quality assurance sale
- College Development Committee
- Students Council
- Anti- Ragging Committee Anti sexual Committee
- Grievance Redressal Committee
- Backward Class Cell
- Admission Committee
- Library Committee
- Research and Development Committee
- Competitive Exam Committee
- Purchase Committee

Above all committees are acting committees in our college. Internal quality assurance cell controls over all curricular and co-curricular activities in the college. This is the main quality controlling committee guides to all other sales and committees in the college.

College development committee constructs the different types of development strategies and implements all development activities in the college. Student council committee is purely democratic committee elected by the students in the college which controls the relationship between college and the students with teaching and non-teaching staff.

Anti ragging committee controls the ragging crimes in the college. Anti sexual committee is mainly working for women or girls in the college which protects the human rights. The grievance redressal committee working for different complaints and grievance of the students. This committee is working for complaints related to the teaching administration and examination of the college and university. The backward caste sale is working for the protection of backward caste reservation and rights. The admission committee controls new admission for each year and working for the approval of the new admission. Library committee monitors library work and purchase. The research and development committee motivates the teachers for new research and students for completing action research in our college. The competitive exam cell is working for the students who wish to give competitive exams for getting jobs. The function of working committee is very important at the every stage of the purses different things in our college.

In this way various bodies and committees are working in our college very effectively having different functions to fulfill the need of the students.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Welfare measures for teaching/non-teaching staff

1. Employees Provident Fund: College has paid its contribution of amount Rs. 97093/-
2. Encouragement faculty for doing part time Ph.D. Faculty members pursuing Ph.D. get leaves whenever required for attending Ph.D. course work and consulting their guide.
3. General Insurance College has provided general insurance policy of amount Rs. 1000000 to all the employees without any contribution. Students are also covered by insurance:  
  
General Insurance policy – Rs. 8160/- is paid per year
4. Maternity Leave Women employees are extended the maternity leave as per the service rules of the institution.
5. There are many non-teaching technical staff who have improved their qualifications with the help of college. They were given leaves for attending classes and exam which have specified by the institution.

Till now there are 2 staff improving their qualification from YCMOU.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

**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](#)

**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: 0**

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

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

**File Description****Document**

Data as per Data Template

[View Document](#)

**6.3.4**

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

**Response: 34.29**

#### 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
05	05	02	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

#### 6.3.5

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

##### Response:

Institute strictly follows the NCTE Regulations on minimum Qualifications for Appointment of Teachers and other Academic Staff. Performance of each employee is assessed annually after completion of academic year. Objective is not only to 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 employee. Salient features of performance appraisal system are as follows: 1. Promotions and increments are based on the performance based appraisal system. 2. Institute undertakes wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. 3. Institute accords appropriate weightage for these contributions in their overall assessment. 4. Faculty members are informed well in advance of their due promotion. 5. Appraisal form filled by the Faculty Member is checked and verified by the Principal, 6. Faculty members whose promotions are due are recommended based on their performance. All non-teaching staff are also assessed through annual performance appraisal. Various parameters for are assessed like capacity to do hard-work, Discipline, Reliability, power of drafting, efficient organization of documents and technical abilities.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

Savitribai Shikshan Prasarak Mandal Kamlapur has a transparent and robust system of periodic internal, external as well as GST audit of all its branches. • For effective management of financial resources, at the start of academic year, the annual budget of the college is discussed in CDC. The College conducts quarterly and Annual Audit to monitor the effective and efficient use of available financial resources. The institution conducts internal as well as external audit of its funds annually and report of audit and its compliance is discussed with central office of institute. • Our parent institution Savitribai Shikshan Prasarak Mandal conducts internal audit of every institution quarterly/ half yearly and annually. For this purpose, it has its own Audit department. This department conducts internal audit of every institution in every financial year (1st April to 31st March). After the inspection done by this department, audit report is prepared and sent to college. It is mandatory to send the compliance report within 15 days from the date of conveyance of audit report from Institute. • In every financial year external audit is also done. It is conducted by M/s. Nitin Kudale Chartered Accountant, Akluj. The compliance of external audit objections is also taken care of and it is also mandatory to send it within 15 days. The objections raised in the audit report are fulfilled and compliance report is sent. At the time of local audit the objections raised in the audit report are verified, cleared and nullified. • In every financial year, Audited statement of accounts is sent to Parent Institute SPSPM.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.4.2****Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)****Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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



File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 6.4.3

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

**Response:**

Institute is a self-financed institution, where funds are generated through the fees paid by the students. Deficit is managed by taking advance from management. Institute has well defined mechanism to monitor effective and efficient utilization of available financial resources for development of academic processes and infrastructure. Institutional budget is prepared by Accounts department every year taking into consideration of recurring and nonrecurring expenditures. All major financial decisions are taken by the Director and Accounts department with Management of college. The purchasing process is initiated by purchase committee, accordingly the quotations called and after the negotiations purchase order are placed. Payments are released after delivery of the respective goods. All transaction has transparency through bills and vouchers. Payments are passed after testing & verification of items. Respective faculty member ensures that whether suitable equipment/machinery with correct specification is purchased. Entire process of the procurement of the material is monitored by the Purchase committee. Financial audit is conducted by chartered accountant every financial year to verify the compliance. We have YCM open University center and we got some funds from such resources. It has separate audit report from YCMOU, Nasik. We also have examination center of MSCE, Pune.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 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 Internal Quality Assurance Cell (IQAC) has always taken the initiative to enhance and maintain the quality of teacher training in colleges. All planning is done with the recognition that quality inputs are required for quality output. Every aspect of teacher training is given importance. Urges faculty to use innovative inclusive and creative teaching methods and use information technology in teaching. Takes

reimbursement from students from time to time and verifies it and gives proper guidance if necessary. Ekach worked hard on how to conduct online classes, teach courses at scheduled times, work flexibly while completing demonstrations, and improve the quality of training despite the closure of educational institutions due to the outbreak of Covid-19. Effective planning includes the preparation of the academic calendar, planning of inter-school activities, and guidance for its implementation, which is the responsibility of the internal quality assurance unit. Various committee meetings were held online or offline as per the situation to coordinate every work in the college. The Internal Quality Assurance Room seeks help and assistance from community organizations and schools through MoUs. Organizes various programs for the development of teacher trainers, and nonteaching staff in the college. The internal quality assurance cell follows the following mission policies while working.

- Proper planning of any work.
- Effective use of human and physical resources for effective implementation.
- Confirms the work according to the parameters fixed during the evaluation and as per the compensation received.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

### 6.5.2

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

#### **Response:**

After establishing the IQAC, Institute started working towards quality education and inculcating quality culture among the students and staff. IQAC has also contributed towards the quality assurance strategies and developed various processes as follows: • Promote School involvement by organizing visits, workshops and guest lecturers from experienced teacher, MOUs, etc. • Implementation of Outcome-based learning in each program. • Introduced the aptitude classes and soft skill classes. • Contribution of Head masters for improving teaching skills. • Establishment of various processes to take feedback/surveys from various stakeholders. • To implement and enhance the use of ICT tools to strengthen the teaching-learning process. To make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell. • In addition to these initiatives, IQAC also works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs run by the Institute gradually.

### 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:** 0

**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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **6.5.4**

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

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

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

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

### 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 received NAAC accreditation in March 2013. Further, the quality inspection of the college continued through QCI. The information required for this has been completed by the college from time to time as directed by the State Government and NCTE.

- 1) The college has fulfilled its responsibility of maintaining the quality of training, so that the internal quality assurance cell continued to work, in this the college has provided proper guidance and support to the professors to continue their research and further education.
- 2) Recognizing its commitment to the society, the college has registered its participation in social work at different levels, organized rallies on different topics, holding blood donation camps, participating in voter awareness programs, carrying out activities for environmental protection and the natural environment of the college campus to provide a better environment for teaching. College has taken initiative to keep good
- 3) In order to get future employment for the students the college is planning to invite maximum number of schools for campus interview in the college in future.
- 4) The college has planned to continue the CET/TET/CTET/TAIT guidance sessions for the exstudents and teacher trainees from time to time in order to help the students to succeed in the qualifying examinations.
- 5) It is planned to organize guidance lectures in schools so that the quality and experience of the professors working in the college can be used by other schools.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Our institution Smt. Kashibai Navale College of Education, Kamalapur always strives for energy conservation by reducing energy consumption. Energy conservation is a part of reducing energy consumption. Although we cannot create energy, we can compensate by using power sparingly and properly. Measures taken by the organization to reduce energy consumption are mentioned here.

? The institute has designed its buildings so that every classroom gets natural light and ventilation.

? Windows have been kept large in size and number ideal for better ventilation.

? A large number of trees are kept to keep the environment cool and clean in the education complex.

? In the middle of the complex, there is a green area of 3/4 acre. Due to this, the temperature inside the campus is 5 to 6 degrees lower than the outside temperature during summer.

? Curtains are installed on each classroom wall, which can be controlled when using projectors or other devices.

? Earlier electric bulbs, tube lights, and halogen bulbs required more electricity and cost more, so LED bulb tubes are used.

? To save energy, students are instructed to switch off light bulbs and fans while leaving the classroom.

? The solar system has been installed to heat water to reduce electricity consumption in the hostel.

? Students are encouraged to use water sparingly along with saving electricity. This saves water and helps maintain values.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

Waste management is essential in every institute. Proper utilization of waste is very important. Our institution realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The institution's "Building and Maintenance" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college 'Building and Maintenance'.

The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of persons within the college i.e. Principal, staff and nonteaching staff, students. Policy Statement In the institution alltypes of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It applies the motto, to reduce, reuse, recycle and recover waste products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.in the Campus there is..... Solid waste management Liquid waste management E-waste management Waste recycling system.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 7.1.4

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

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

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

**Response:**

**Pollution Free and Green cover Report :**

Smt. Kashibai Navale College of Education Kamalapur is a reputed B.Ed college in Solapur University in a pollution free and scenic environment. Different types of trees are planted in the premises of the college campus. Various types of trees such as neem, coconut, silver rope, achilipa, chafa, bougainvillea, bottle brush, ficus, palm, mango, guava, bell, sonchafa, wad, jaswand, curry leaves, fanas are planted in the college. Also, this college is built at a distance of seven km from Sangola town and one km from Kamalapur village. Also, this college is half a kilometer away from the national highway.

The roads and gardens of the college premises are clean and beautiful. Also all class rooms, toilet, library, reading room, laboratory, computer room and office of the college are cleaned daily. Separate persons have been appointed to clean and keep sanitation daily . Also, the premises and classrooms of the college are cleaned daily.

The college has a grand sports ground spread over five acres. Various trees are planted around this sports ground. Also, gymkhana, toilet and drinking water facilities are available on the side of the field.

A lawn has been created in the center of the college premises surrounded by coconut and neem trees and a small protective wall has been constructed and a coconut garden has been created on its side.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>

### **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

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>



**7.1.8**

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

**Response:**

Smt Kashibai Navale College of Education Kamalapur Sangola Is wellknown Teacher Education Institute providing quality teachers in the Maharashtra and out of Maharashtra. Our college is unique in PAH Solapur university Solapur district which is known for drought prone area. Our features are

- 1.Environment friendly location and easily accessible.
- 2.Clean and green educational campus
- 3.Near the city for approaching the needs
- 4.The campus has hostel and mess facility with canteen and stationary.
- 5.We provides transportation facility
- 6.Spacious sport gruond
- 7.Open to sky cultural activity stage with lawn and green trees.
- 8.Indoor activity hall
- 9.Laundry facility provided to all
- 10.The campus under survillance of CCTV

Our college organizes following community based programmes

- 1.National and International day celebration for social awareness.
- 2.Social service under co-curricular activity.
- 3.Voter awareness programme
- 4.Blood Donation camp
- 5.Water conservation Programme
- 6.Andhshrdhha nirmulan Karykram
- 7.Stress management and Leadership development programmes.
- 8.Tree plantation Programmes.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

1. Inculcation of Social Values To enable student teacher to understand 'Social Values' To help student teacher to find out relationship between social values and education. To enable student teacher to organize society based programme for students of school. To inculcate self discipline among the student teacher. To help student teacher for improving social skills. Implementation of Best Practice: As per the academic calendar of the academic year 2018-2019 we tried our best to inculcate social values like accountability, collective responsibility, dignity education, fairness, honesty, humanity, and individual rights. 1. Enhancing Teaching Skill with Modern Technology To enable the student teacher to study the concept of modern technology. To enable the student teacher to study the aspects of modern technology. To enable the student teacher to use modern technology in daily teaching, learning and evaluation. To help student teacher to make ICT based teaching programme.

Implementation of Best Practice: The workshop and lectures conducted on teaching and learning process in relation with modern technology. The following initiatives were taken by our college.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

#### Response:

Every village should have school and every school needs trained teacher. To fulfil the growing demand of the trained teachers for the secondary schools in remote areas of Maharashtra we are providing teacher education. To make available good teachers to our own schools is our secondary motive. For this purpose, our institute started this teacher training college in 2006. To achieve excellence in teacher education through empowering student teachers by knowledge competence and creativity for sustainable development. According to this vision to provide excellent practices in teacher education to the student teachers is the priority. To fulfill this priority, we organize the various activities for the enrichment of the student teachers. Internship program is one of the best distinct activities which provide all types of basics related to school and administration. To run the program effectively Institution has done MoU with nearby schools. These schools make available classes as per convenience of trainee and school. The feedback system helps trainee to develop teaching skills. Apart from internship and theoretical understanding we do social development with the help of different programs like social understanding, Social Service, Social Awareness Program, cultural program, and Social Responsibility related activities. We have some highlighted distinctive things

1. SKNCOE has distinctive Place.
2. Clean and Green Campus
3. Well furnished infrastructure.
4. Goog placement
5. Educational Environment.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Above all criterion were fulfilled by SKNCOE. Apart from criterion there are something which will be considered that teacher education college nor merely prepare teachers but also continue them for improving the skills.

### **Concluding Remarks :**

Smt. Kashibai Navale College of Education kamalapur, Sangola is teacher education institute in rural area which is providing teacher training for local needs. This institute works under the sister well known educational institute in Maharashtra Sinhgad Technical Education Society Pune.

We providing quality education for overall development of education. To prepare future teachers we are following all types of qualitative strategies and activities with guidelines provided by different authorities.

In conclusive note we are happy to give light on our work and activities related to teacher education to society. This is not only self study course but it is opportunity to us for highlighting our college and active participation in educational process.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b>            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>0</td> <td>0</td> <td>1</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>2</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV always made the changes as per shared clarification by HEI or Shared documents, DVV unable to made the changes without any proof.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	1	2	2	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	1	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	1	2	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	1	0	0																	
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <ol style="list-style-type: none"> <li><b>1. Provision in the Time Table</b></li> <li><b>2. Facilities in the Library</b></li> <li><b>3. Computer lab facilities</b></li> <li><b>4. Academic Advice/Guidance</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: E. None of the above            Remark : DVV has made the changes as per shared clarification.</p>																				
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li><b>1. Students</b></li> <li><b>2. Teachers</b></li> <li><b>3. Employers</b></li> <li><b>4. Alumni</b></li> <li><b>5. Practice teaching schools/TEI</b></li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above            Answer After DVV Verification: E. Any 1 or none of the above            Remark : DVV has made the changes as per shared clarification.</p>																				

2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 562"> <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>31</td> <td>14</td> <td>34</td> <td>33</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 775"> <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>21</td> <td>14</td> <td>22</td> <td>18</td> <td>23</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	31	14	34	33	40	2021-22	2020-21	2019-20	2018-19	2017-18	21	14	22	18	23
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	14	34	33	40																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	14	22	18	23																	
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p>2.2.4.1. <b>Number of mentors in the Institution</b>  Answer before DVV Verification : 07  Answer after DVV Verification: 01</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
2.3.2	<p><b>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</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1626"> <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>04</td> <td>07</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1839"> <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> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	04	07	04	04	04	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																	
04	07	04	04	04																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
2.3.3	<p><b>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..</b></p>																				

**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 : 109

Answer after DVV Verification: 0

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

Remark : DVV has made the changes as per shared clarification.

**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
09	00	09	09	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	08	09	06

Remark : DVV has made the changes as per shared clarification.

**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
04	3	0	2	6

Answer After DVV Verification :

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

0	0	1	1	0
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Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
89	65	73	85	92

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	52	50	63	85

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	60	72	87	83

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	45	63	57	69

Remark : DVV has made the changes as per shared clarification.

### 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



16.85	13.7	14.14	32.74	35.53
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11.02	09.65	10.85	11.82	12.02

Remark : DVV has made the changes as per shared reports.

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

Answer After DVV Verification: C. Any 6 of the above

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : DVV has made the changes as per shared clarification.</p>
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7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Encouraging use of bicycles / E-vehicles</b></li> <li><b>2. Create pedestrian friendly roads in the campus</b></li> <li><b>3. Develop plastic-free campus</b></li> <li><b>4. Move towards paperless office</b></li> <li><b>5. Green landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : DVV has made the changes as per shared report.</p>
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7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p>
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**7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.25	.35	.94	5	7.52

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.5	<p><b>Number of graduating students year-wise during last five years..</b></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>54</td> <td>44</td> <td>41</td> <td>42</td> <td>43</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>54</td> <td>44</td> <td>37</td> <td>42</td> <td>43</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	54	44	41	42	43	2021-22	2020-21	2019-20	2018-19	2017-18	54	44	37	42	43
2021-22	2020-21	2019-20	2018-19	2017-18																	
54	44	41	42	43																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
54	44	37	42	43																	