

The Annual Quality Assurance Report (AQAR) of the IQAC
(For Teacher Education Colleges, including Special Education
and Physical Education)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018)*

(With effect from academic year 2020-21)

Part – A

Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution **J.E.S. COLLEGE FARHADA**

- Name of the Head of the institution : **Dr. JAYA SIROLE**
- Designation: **PRINCIPAL**
- Does the institution function from own campus?: YES
- Phone no./Alternate phone no.:
- Mobile no.: **9589887766**
- Registered e-mail: **jesbilapur@gmail.com**
- Alternate e-mail :
- Address : Gram – Farhada, Near Gatora Railway Station
- City/Town : BILASPUR
- State/UT : CHHATTISGARH
- Pin Code : 495550

2. Institutional status:

- Teacher Education/ Special Education/Physical Education:Teacher Education
- Type of Institution: Co-education/Men/Women : Co-Education
- Location : Rural/Semi-urban/Urban: Rural

- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self financing (please specify) - **Self Financing**
- Name of the Affiliating University: Atal Bihari Vajpeyee University Bilaspur
- Name of the IQAC Co-ordinator : Mr. Devashish Roy
- Phone no. :
- Alternate phone no.
- Mobile: 9589887766
- IQAC e-mail address: Alternate Email address: droy5165@gmail.com

3. Website address: www.jescollegeofedcation.com

Web-link of the AQAR: (Previous Academic Year):..... For ex.

4. Whether Academic Calendar prepared during the year?

Yes/No....., if yes, whether it is uploaded in the Institutional website:

Weblink:

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	B	2.17	2016	from:17.03.2016 to:16.03.2021

6. Date of Establishment of IQAC: DD/MM/YYYY:

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNM Tetc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines: Yes/No: Yes

9. No. of IQAC meetings held during the year: 4

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.....

Yes/No

Yes

10. Whether IQAC received funding from any of the funding agency to support its

activities during the year? No

If yes, mention the amount: NA Year: NA

11. Significant contributions made by IQAC during the current year (maximum five bullets)

- *Digitalisation of faculty teaching process
- * Digitalisation of practice teaching session of students
- * E – Class Room
- * E - Library
- * Improvement in internal evaluation
- * Personality development programme

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
1. Orientation Programme	Students of Various disciplines were oriented for 15 days after admission towards Teacher Education
2. Use of ICT in Teaching Learning Processes	Students and faculty are made aware and use to with ICT appliances during Teaching and Learning Processes.
3. Workshops	Students were exposed to various Personality Development Activities and assignments during the workshops.

13. Whether the AQAR was placed before statutory body? Yes /No: No

Name of the statutory body: NA Date of meeting(s): NA

14. Whether institutional data submitted to AISHE: Yes/No: Yes

Year: 2021

Date of Submission: 03 / 03 / 2020

Extended Profile of the Institution

1 Student:

1.1 Number of students on roll during the year

Year	2020-21
Number	100

1.2 Number of seats sanctioned during the year

Year	2020-21
Number	100

1.3 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Year	2020-21
Number	58

1.4 Number of outgoing / final year students who appeared for final examination during the year

Year	2020-21
Number	100

1.5 Number of graduating students during the year

Year	2020-21
Number	100

1.6 Number of students enrolled during the year

Year	2020-21
Number	200

2 Teacher:

2.1 Number of full time teachers during the year

Year	2020-21
Number	16

2.2 Number of Sanctioned posts during the year

Year	2020-21
Number	16

3 Institution:

3.1 Total expenditure excluding salary during the year (INR in lakhs)

Year	2020-21
Number	826755

3.2 Number of Computers in the institution for academic purposes

PART - B

Criterion I – Curricular Aspects

Key Indicator – 1.1 Curriculum Planning

Metric No.	Metric
<p>1.1.1 Q_iM</p>	<p><i>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</i></p> <p>This is an affiliated Institution hence itself it is not in capacity to revise the curriculum. It follows the curriculum provided as per the B.Ed. ordinance of the Atal Bihari Vajpeyee University Bilaspur.</p> <p>The faculty of the institution do participate in all the curriculum based workshops and meetings conducted by the Board of Studies. Since this curriculum is launched in 2015, most of the curriculum transaction practices are regularised by the university and institution likewise.</p> <p>As per the requirements of the curriculum, the head of the institution conducts meetings of faculty prior to the commencement of the academic year in which roadmap for conducting the programme is finalised.</p>
<p>1.1.2 Q_nM</p>	<p><i>At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year</i></p> <ol style="list-style-type: none"> 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

1.1.3 Q_nM	<p><i>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</i></p> <ol style="list-style-type: none"> 1. Website of the Institution - PLO's and CLO's are uploaded along with the B.Ed. Syllabus in the website. 2. Prospectus – Prospectus of the Programme is provided to each student as a part of the printed material in which PLO's and CLO's have been mentioned prior to every course. 3. Student induction programme – As mentioned earlier induction programme is conducted by the college prior to the commencement of the programme, each subject teacher orients the students with Course Learning Outcomes. 4. Orientation programme for teachers – Orientation programme of the courses conducted by the local lead government college for teacher education, faculty of the institution participate in it.
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Key Indicator- 1.2 Academic Flexibility

Metric No.	Metric						
1.2.1 Q_nM	<p><i>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</i></p> <p>1.2.1.1: Number of optional / elective courses including pedagogy courses offered programme-wise during the year</p> <p>1.2.1.2: Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Total number of optional / electives courses offered programme wise</td> <td align="center">5</td> </tr> <tr> <td>Total Number of optional /electives courses as per syllabus</td> <td align="center">5</td> </tr> </table>	Year		Total number of optional / electives courses offered programme wise	5	Total Number of optional /electives courses as per syllabus	5
Year							
Total number of optional / electives courses offered programme wise	5						
Total Number of optional /electives courses as per syllabus	5						
1.2.2 Q_nM	<p><i>Number of value-added courses offered during the year</i></p> <p>1.2.2.1: Number of value-added courses offered during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td align="center">2020-21</td> </tr> <tr> <td>Total number of value-added courses offered</td> <td align="center">Nil</td> </tr> </table>	Year	2020-21	Total number of value-added courses offered	Nil		
Year	2020-21						
Total number of value-added courses offered	Nil						

<p>1.2.3</p> <p>Q_nM</p>	<p><i>Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</i></p> <p>1.2.3.1: Number of students enrolled in the value-added courses mentioned at 1.2.2 during the year</p> <table border="1" data-bbox="316 376 1118 506"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students enrolled in the value-added courses</td> <td>Nil</td> </tr> </table> <p align="center">•</p>	Year	2020-21	Number of students enrolled in the value-added courses	Nil
Year	2020-21				
Number of students enrolled in the value-added courses	Nil				
<p>1.2.4</p> <p>Q_nM</p>	<p><i>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</i></p> <ol style="list-style-type: none"> 1. Provision in the Time Table – During the orientation programme students are exposed with various online/offline courses. Experts of MOOCs are invited for the guest lectures. IGNOU, SWAYAM, edX, COURSERA etc. platforms are explained. 2. Facilities in the Library – College library is made enriched with varied information and books. Students have equal access to the books and journals of the library. 3. Computer lab facilities – The institution has efficient working Computer Laboratory, with active faculty and technicians. ICT is also an essential component of B.Ed. Programme. 4. Academic Advice/Guidance – Faculty of the institution enriches students about the self study programmes during their classroom teaching. 				
<p>1.2.5</p> <p>Q_nM</p>	<p><i>Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</i></p> <p>1.2.5.1: Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</p> <table border="1" data-bbox="316 1395 1174 1525"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students completed self-study course(s)</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number of students completed self-study course(s)	Nil
Year	2020-21				
Number of students completed self-study course(s)	Nil				

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	Metric
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1.3.1

Q1M

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

Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each

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

The "Perspectives of Education" course paper 3 of B.Ed. 1st Year Programme develops students own perspective on nature of education and its role in social change. It equips them to explore philosophical and sociological views on education, in order to enable student-teachers to develop their with some conceptual and methodological tools to critically examine their own beliefs and those proposed by different thinkers or policy makers. Student-teachers are invited to critically reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school and teacher education.

- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

The B.Ed. syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging classrooms for each school subject viz. Mathematics, Science, Social Science, Hindi and English. For this purpose revisiting of the foundational areas up to secondary level all school subjects along with their implications for pedagogy.

Bachelor of Education programme is meant for preparing teachers from class VI to XII level. School Subject Methodology classes, Classroom Teaching observation, during internship programme for four weeks in first year and conducting of teaching and activities in the second year for sixteen weeks makes a student sound with appropriate skills in the subject teaching.

- Capability to extrapolate from what one has learnt and apply acquired competencies

Teacher Self Identity, Art and Drama course of B.Ed. Programme aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behavior, and openness to learn and renew oneself.

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

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This course provides students a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

•Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Students need to undergo with various workshops during two year B.Ed. Programme. In these they learn Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. for example –
Workshop 1. *A significant event or experience in life*

- To make student-teachers aware of some key shaping factors in their lives
- To enable an exploration of one significant event or experience
- To share and learn from each other's experiences

Workshop 2: *My childhood*

To reflect on one's own childhood memories and experiences.

To understand the diversity in each other's childhoods.

Workshop 3: *Learning to Observe (and to Listen)*

Objectives

- Sensitizing student-teachers to the 'difficulty' of openness in observation and listening
- Enabling them to become aware of the nature of their judgments and 'quick' interpretation and opinion (that 'filters' or 'distorts' observation and listening)

Workshop 4: *Mindfulness in the classroom*

Objectives

- Making student-teachers aware of mind-body connections
- Introducing approaches to mindfulness
- Appreciating the effects of mindfulness on learning and action

Workshop 5: *Understanding working in groups*

Objectives

- Enabling an understanding of patterns of behaviour in groups
- Developing skills for and appreciating the importance of working in groups

Workshop 8: *Art in Education*

Objectives:

To help the student-teachers to express themselves with joy and create a joyful and fearless learning atmosphere through creative activities.

To understand the importance of art education.

Suggested workshop Themes:

Opportunities to experiment and create pieces of art using different art forms – free-drawing, clay work, pottery, puppetry, dance, music, terracotta, origami, developing narratives in visuals, composition of an imagined situation, telling a story/or depicting a social problem through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

Reflection and discussion about their experience of creative expression.

Understanding the importance of art education for themselves and children, understanding children's drawings, why adolescents give up drawing;

Knowing about local art and craft forms: The diversity of India's art and craft at the local/regional level and its integration in the curriculum.

Workshop 9: *Role Play and Creative Drama in Education*

Drama is a process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) that makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education. It is important to stress that drama is not about the self alone or self expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-teacher, building her/his creative capacities through theatre.

coordinating, enhancing and translating imagination into physical expression.

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

QM

Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to:

- **Development of school system**

Contemporary Indian Society and Education, Course 2 of B.Ed. 1st Year enable student-teachers understand the complex nature of the Indian society, of which diversity and inequality form extremely important aspects. The Constitution of India at once seeks to promote diversity and, at the same time, reduce/eradicate inequality. In particular, this course shall try to understand the role of education in achieving these two central constitutional goals.

The ideas of social stratification and inequality will be introduced and discussed in the context of need to respect and preserve social diversity. Of the many sources of social inequality, caste, tribe, and poverty, will be highlighted. Their impact on educational curricula, access and on the everyday experience of the classroom would be discussed. Autobiographical writings and case studies would be studied to provide a closer look at the experiences of the under-privileged.

The social structure of rural and urban India and of Chhattisgarh in particular would be studied, through a mix of statistics, and village and regional studies. The role of the state, different strata of farmers, small entrepreneurs and corporations in shaping the changing social structure would be looked at. The role of education in reproducing social inequalities would be examined. Education would also be studied as a source of social mobility, thus changing one's position in the unequal system.

- **Functioning of various Boards of School Education**

The Course Assessment for Learning of B.Ed. 2nd Year makes student-teachers to become conscious of the distinction between assessment for learning and assessment of learning. There are about 56 boards for secondary level school education in India. All are having their specific areas of functioning catering wide range of students with diverse needs. The course intends to enlarge current perspectives on assessment and evaluation and enable student-teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers.

- **Functional differences among them**

State wise different boards of secondary educations are providing opportunities to all the learners of different languages and different managements. CBSE, ICSC, National Open School, CGBSE, State Open School, etc. functional differences to meet the diversities of the students is explained during the programme.

- **Assessment systems**

The Course Assessment for Learning of B.Ed. 2nd Year aims at developing a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive for use in the classroom. They would review the current processes and their own experiences in this fame. This course seeks to prepare prospective teachers to critically look at the prevalent practices of assessment and selection and conceptualize alternative enabling processes that lead to better learning and more confident and creative learners.

- **Norms and standards**

The Course Assessment for Learning of B.Ed. 2nd Year Unit 4 aims Norms and standards of Examinations are based on the recommendations of various committees and reform efforts in India based on:

- Secondary Education Commission (1952-53)
- Kothari Commission (1964-66)
- National Policy on education (1986) and Programme of Action (1992)
- National Curriculum Framework (2005) developed for school education

- **State-wise variations**

As a part of the course content, Evaluation in Chhattisgarh in school education system is explained. The functioning of CGBSE, Evaluation Patterns, Blue Print of the question papers, unit wise weightage for marks, internal evaluation, project based evaluation, practical skill evaluation etc are made acquaint with the student

- **International and comparative perspective**

Student-teachers who took admission in the B.Ed. programme have undergone the evaluation system and have come from varied backgrounds. Their personal experiences are discussed in the classroom so that proper comparison of evaluation processes may be understood.

1.3.3 Q_nM	<p><i>Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</i></p> <p>Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words.</p> <p>Student-teachers are asked to make out a reflective diary. It is provided at the beginning of the course to every student. They need to remark/ reflect in it before and after going through each and every activity. It is the document, which provides the roadmap of one shaping into a teacher. The reflection on orientation, workshops, seminars, internship, social service, health and wellbeing, yoga workshops, participation in art craft and dramaetc. programmes. This approach provides with interconnectedness of various learning engagements.</p>
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Key Indicator- 1.4 Feedback System

Metric No.	Metric
1.4.1 Q_nM	<p><i>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</i></p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students - 2. Teachers - 3. Employers 4. Alumni 5. Practice Teaching Schools/TEI -
1.4.2 Q_nM	<p><i>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</i></p> <ol style="list-style-type: none"> A. Feedback collected, analyzed, action taken and available on website B. Feedback collected, analyzed and action taken Feedback collected and analysed C. Feedback collected D. Feedback not collected <p style="text-align: center;">•</p>

Criteria II- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.	Metric										
<p>2.1.1</p> <p>Q_nM</p>	<p><i>Enrolment of students during the year</i> 2.1.1.1: Number of students enrolled during the year</p> <table border="1" data-bbox="312 450 892 580"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students enrolled</td> <td>100</td> </tr> </table>	Year	2020-21	Number of students enrolled	100						
Year	2020-21										
Number of students enrolled	100										
<p>2.1.2</p> <p>Q_nM</p>	<p><i>Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</i> 2.1.2.1: Number of students enrolled from the reserved categories during the year</p> <table border="1" data-bbox="328 909 944 1189"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td rowspan="3">Number of students enrolled from reserved categories</td> <td>SC</td> </tr> <tr> <td>ST</td> </tr> <tr> <td>OBC</td> </tr> <tr> <td rowspan="3">Seats earmarked for reserved categories</td> <td>SC</td> </tr> <tr> <td>ST</td> </tr> <tr> <td>OBC</td> </tr> </table>	Year	2020-21	Number of students enrolled from reserved categories	SC	ST	OBC	Seats earmarked for reserved categories	SC	ST	OBC
Year	2020-21										
Number of students enrolled from reserved categories	SC										
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	OBC										
Seats earmarked for reserved categories	SC										
	ST										
	OBC										
<p>2.1.3</p> <p>Q_nM</p>	<p><i>Number of students enrolled from EWS and Divyangjan categories during the year</i> 2.1.3.1: Number of students enrolled from EWS and Divyangjan categories during the year</p> <table border="1" data-bbox="328 1408 1024 1576"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students enrolled from EWS and Divyangjan categories</td> <td>EWS Divyangjan</td> </tr> </table>	Year	2020-21	Number of students enrolled from EWS and Divyangjan categories	EWS Divyangjan						
Year	2020-21										
Number of students enrolled from EWS and Divyangjan categories	EWS Divyangjan										

Key Indicator- 2.2 Honouring Student Diversity

Metric No.	Metric
<p>2.2.1 Q_nM</p>	<p><i>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</i></p> <p>Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.</p> <p>Admission in B.Ed. programme is done on the basis of the merit list of Pre. B.Ed. Examination, conducted by Vyapam. Hence it is difficult to identify learning needs of the Student-teachers at entry level. During the process of classroom teaching every course, every student needs to undergo with unit tests. During the evaluation of the same learning difficulties are identified and likewise remedial classes are conducted. Curriculum of entire B.Ed. Programme is based on the social, economic and political aspects of the society, hence does not create much difficulty in understanding. Before starting teaching of every subject, an orientation is done, student-teachers are made clear with the objectives of the subject.</p>
<p>2.2.2 Q_nM</p>	<p><i>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</i></p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling Students are divided into different groups on the basis of their elected methodology, internship schools, elected craft, group works in the society and drama, sports and cultural programmes as well as in various workshops. Mentoring by different faculty for different groups is done. 2. Peer Feedback / Tutoring Peer Group Evaluation is done by the students as they are divided into different groups on the basis of their elected methodology, internship schools, elected craft, group works in the society and drama, sports and cultural programmes as well as in various workshops. They are asked to elect a leader of the group bases on the situation and strengths of the students. 3. Remedial Learning Engagement Large and small Group Discussion methods are generally used in classroom teachings which is used as remedial learning engagement. Every day teaching is initiated by some social problems or the current issues came into way and are connected with the classroom interactions. 4. Learning Enhancement / Enrichment inputs Before getting into any aspect of teaching, group activities etc. as mentioned above are made acquainted with the students before conducting such programmes. Students are made know about – what, why and how the group work is to be one. Reflection after completion of the group work is also is been documented. Thus the learning enhancement is done. 5. Collaborative tasks Student Group works in different areas are considered as collaborative works, as each group is presenting their work as a part of the larger picture. Participation in seminars, workshops, etc. and preparing group reports, presenting the same before larger group etc. are done as a part of collaborative tasks. 6. Assistive Devices and Adaptive Structures (for the differently abled) The institution as wheel chairs, ramps, washrooms, and sitting arrangements for differently abled students. Faculty members of the institution is allotted each such student for special care and need analysis of the differently abled students. 7. Multilingual interactions and inputs The institution is capable of dealing with the issues of various languages, as the faculty come from different language backgrounds. In addition to that medium of instruction is made bi-lingual English and Hindi. <p>Indicate the one/s applicable</p>

<p>2.2.3</p> <p>Q_nM</p>	<p><i>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</i></p> <p>1. As an institutionalized activity in accordance with learner needs At the time of admission, students special needs are remarked. The data is collected at the time of admission and special attention by the faculty is given to the concerned students. Whenever any activity is proposed special care for differential students are taken into consideration, like wise their strengths are utilised.</p> <p>Indicate the one applicable</p>
<p>2.2.4</p> <p>Q_nM</p>	<p><i>Student-Mentor ratio for the academic year</i></p> <p>2.2.4.1: Number of mentors in the Institution</p>

Key Indicator - 2.3 Teaching- Learning Process

Metric No.	Metric
<p>2.3.1</p> <p>Q_iM</p>	<p><i>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</i></p> <p>Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.</p> <p>In general faculty uses the Lecture and discussion method in the classroom. Classroom situations are discussed as per the personal experiences of the students while they were studying in schools and classrooms. Experiential learning and participative learning is done while B.Ed. 1st year students are in internship for 4 weeks, by observing the teaching of senior teachers. Online classrooms and its organization are learning by the students in this pandemic situation.</p>

<p>2.3.2 Q_nM</p>	<p><i>Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabhaetc., Learning Resources and others during the year</i></p> <p>2.3.2.1: Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT</p> <table border="1" data-bbox="328 383 1177 546"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of full-time teachers integrating ICT for effective teaching with LMS</td> <td></td> </tr> </table>	Year	2020-21	Number of full-time teachers integrating ICT for effective teaching with LMS	
Year	2020-21				
Number of full-time teachers integrating ICT for effective teaching with LMS					
<p>2.3.3 Q_nM</p>	<p><i>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</i></p> <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, during the academic year</p> <table border="1" data-bbox="312 1061 984 1137"> <tr> <td>Number of students using ICT support for learning</td> <td></td> </tr> </table>	Number of students using ICT support for learning			
Number of students using ICT support for learning					
<p>2.3.4 Q_nM</p>	<p><i>ICT support is used by students in various learning situations such as</i></p> <ul style="list-style-type: none"> • Understanding theory courses claim <ol style="list-style-type: none"> 1. 2. Practice teaching --“-- 3. Internship --“-- 4. Out of class room activities --“-- 5. Biomechanical and Kinesiological activities –Field sports 				

<p>2.3.5 Q_nM</p>	<p><i>Continual mentoring is provided by teachers for developing professional attributes in students</i></p> <p>Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to</p> <ul style="list-style-type: none"> • working in teams Teachers are working in teams to establish connectivity with student teachers. ICT department helps the teachers to provide connectivity links to students. Teachers, by rotation are joining in teams as well as separately with students. All the academic activities are being handled in teams. • dealing with student diversity Students with differently abled are catered with special attention. Students from remote areas are asked to be in groups observing covid-19 protocol. Two way interaction is established through question and answer sessions. The nature of Internal examinations have been changed, now they are asked to conducted projects in groups by developing charts etc. • conduct of self with colleagues and authorities Staff and colleagues have become more conducive in this situations. The personal notes of the various courses are being shared within the faculty. Now a days more collaborative efforts have been noticed than that of prior to the pandemic situations. Authorities came to provide more support by providing ICT amenities to the faculty and students. <p>balancing home and work stress Faculty of the institution never brings their home affairs to the college atmosphere, it means a well balance of home and working atmosphere has been established. Individual difficulties are timely met by the authorities so that easy work culture may be established.</p> <ul style="list-style-type: none"> • keeping oneself abreast with recent developments in education and life Faculty of the institution is encouraged for participation in Faculty Development Programmes, research work, publication etc. Annual faculty meetings and appreciation is done of teachers day celebrations.
<p>2.3.6 Q_nM</p>	<p><i>Institution provides exposure to students about recent developments in the field of education through</i></p> <ol style="list-style-type: none"> 1. Special lectures by experts - 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global
<p>2.3.7 Q_nM</p>	<p><i>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</i></p> <p>Describe two cases in not more than 100-200 words each showcasing how this is attempted by teachers along with its impact on students</p> <ol style="list-style-type: none"> 1- Practicum is an essential internal evaluation part of every theory course. For completion of each course, every student needs to submit his/her practicum. It provides a room for presentation of ones creativity and innovativeness. Every practicum is a field work hence, student goes to the field and collect data, analyse it and present in artistic manner. All the practicums are evaluated by the faculty and best ones are displayed. By the end of the Programme, student-teachers avail 13 such opportunities to present best of themselves. 2- Art, drama and craft is an opportunity for the student-teachers to present their creativity. Students are asked to develop script, dialogues dramatization of story etc. in practicum as well as in workshops. Similarly they are asked to participate in hands on art workshop which include fabric painting, clay work, models, statutes, sculpture making, metal work etc.

Key Indicator- 2.4 Competency and Skill Development

Metric No	Metric
<p>2.4.1 Q_nM</p>	<p><i>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</i></p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) Teaching and Learning Lesson-planning is a crucial part B.Ed. Programme. Lesson planning is introduced after orientation programme. Students are made acquaint about various components of lesson plan before going into first phase of internship. They are made aware of how to observe a lesson in the classroom and in the second year they prepare plans for lessons for the elected methodology subject. 2. Developing Teaching Competencies Psychological perspectives of Education provide information of adolescent mental status and their behaviour, student-teachers are made aware of it. Classroom of voice modulation, appropriation of language, presenting things of their own life experiences, providing democratic atmosphere, etc. provide them to develop teaching competencies. 3. Assessment of Learning Assessment for Learning is a essential part theory course in B.Ed. Second year. The aim of this course is to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive for use in the classroom. They would review the current processes and their own experiences in this fame. The course prepares prospective teachers to critically look at the prevalent practices of assessment and selection and conceptualize alternative enabling processes that lead to better learning and more confident and creative learners. 4. Technology Use and Integration Enriching Learning through ICT is an essential practical componebt of B.Ed. Programme. Each student-teacher needs to undergo a practical workshop not less than a fortnight and are subjected to pass internal and external examination. The main objectives this course is to make the student-teachers able to: Acquire knowledge of computers, its accessories and software.Understand the basics (fundamental) of preparing a computer.Acquire the skills of operating a computer in multifarious activities pertaining to teaching.Understand features of MS-Office and their operations, Develop skill in using MS-Word, Power-Points and Spread sheets.Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.Appreciate the value of CAI/CML packages on internet and global accessing of information.Acquire skill in accessing World Wide Web and internet and global accessing of information.Integrate technology in to classroom teaching learning strategies. 5. Organizing Field Visits Field visits to the nearby historical, geographical, cultural important places in the second year. Field trip fee is collected at the time of admission in both the years. So it becomes easier to arrange funds for the same. Various groups like catering, transport, cultural, security, health and medicine etc. groups of student-teachers are formed and they are given prior instructions with dos and don'ts. Thus leadership quality along with responsibility is taught to the student-teachers. 6. Conducting Outreach/ Out of Classroom Activities Student-teachers are sent to conduct some social woks in groups for a week during the B.Ed. programme. During this programme they visit nearby viriddhashram, samprekshangrih, matrichaya, university and learn the situational aspects of the society over there and present the report in seminars. 7. Community Engagement Community work for a week is an essential component of four weeks internship programme in B.Ed. Ist Year. Student Teachers need to visit nearby community of the school in small groups with mentor.Community work like-Awareness Programs, literacy programme, working for helpless & deprives, programme along with NGO and local agencies etc. are observed and participated. It is also subject to internal and external evaluation.

	<p>8. Facilitating Inclusive Education This course provides opportunity for developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs, appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned, developing a positive attitude and sense of commitment towards actualizing the right to education of all learners, preparing a conducive teaching learning environment in varied school settings,</p> <p>9. Preparing Individualized Educational Plan(IEP) During the internship programmes of about 4 weeks in first year and 16 weeks in second year student-teachers utilize of records/ case profiles for identification of the students with diverse needs. Get their assessment records for making intervention for inclusive classrooms. Techniques and methods used for adaptation of content, laboratory skills and play material Evaluation and follow up individualized programmes for improvisation is done.</p>
<p>2.4.2 Q_nM</p>	<p><i>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</i></p> <p>1. Formulating learning objectives Pre-practice teaching sessions are utilised to understand the components of lesson plan. Learning Outcomes for every school subject are placed in NCERT website are made acquainted with student-teachers. They are asked to develop learning objectives based on the lesson and LO's</p> <p>2. Content mapping Unit planning is used as content mapping. It is taught before lesson planning. Formulation of unit is to establish interconnection between chapters. Why and how can we basket the contents of similar nature is a part of unit planning.</p> <p>3. Lesson planning/ Individualized Education Plans (IEP) Teaching subject wise Lesson planning practice sessions are organised in small groups during pre-internship programmes. Student-teachers are made aware of the various components of lesson plans. How to incorporate individualised components in lesson plans are alsomarked in that sessions.</p> <p>4. Identifying varied student abilities. How to identify students with varied abilities in the classroom is a task before the student-teachers. They are trained/equipped with various techniques such as observing student behaviour in the classroom, his response to the questions, checking copy of the student, case history, discussing with senior teachers about him etc.</p> <p>5. Dealing with student diversity in classrooms After identification of issues of diversity in the classroom, student-teacher discusses same with the mentor teacher in the institution, class-teacher and principal. Student-teacher follows the instructions to meet the issues.</p> <p>6. Visualising differential learning activities according to student needs Students of varied needs are spotted at various points of the same learning road. By locating their point on the road student-teacher guides for the moment in right direction.</p> <p>7. Addressing inclusiveness Student teachers are equipped with real life key aspects of inclusion inpre-lesson plan sessions. Suppose a student is making much disturbance during the class what you do ? is discussed in the open group. Answers of all the students are written on the board and merits and demerits of all are discussed.</p> <p>8. Assessing student learning Student-teachers are made aware of how to question during the classroom teaching? verbal questioning styles. After teaching a lesson or unit, test provides assessing of student learning.</p> <p>9. Mobilizing relevant and varied learning resources In this changed society, student teachers are made aware of various learning resources such as you tube, google search engine, more of soft learning devices.</p> <p>10. Evolving ICT based learning situations Gradual change in the level of awareness among the students, mobile and ICT devices are being used as learning resources. Student-teachers are trained to use them as learning resources.</p> <p>11. Exposure to Braille /Indian languages /Community engagement Students are made aware that, instead of being expert in every field, they need to be more collaborative are asked to get the physical help of the colleagues or society for better performance.</p>

<p>2.4.3</p> <p>Q_nM</p>	<p><i>Competency of effective communication is developed in students through several activities such as</i></p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication Seminar is an essential part of workshops both in B.Ed. 1st and 2nd year. All the students were allotted themes for the presentation in smaller groups. The best of the seminar presentations are selected from the groups and are made re-presentation in larger groups. Thus communication skills of student teachers are sharpened. 2. Simulated sessions for practicing communication in different situations Role Play and Creative Drama the theme of the workshop in B.Ed. 1st year Programme. It is a process that draws student-teachers' physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) that makes for worthwhile, far reaching, holistic learning. Drama is one such experience and therefore have a central place in teacher education. 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' In B.Ed Programme several opportunities are provided to develop anchoring, discussant and rapporteur. For example, several guest lectures and day programmes are organised in the institution. Student teachers are asked to anchor the programme. During the programme some of the student teachers are assigned to make out a report of it for the record as well as for publication. They are made efficient by several rehearsals. 4. Classroom teaching learning situations along with teacher and peer feedback <p>Language Proficiency course of B.Ed. 1st year serves as a foundation to enhance student-teachers' language proficiency by engaging her with a variety of genres and texts; it will also provide them some tools to analyze these texts, in the process improving their own language proficiency. Student-teachers will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts in diverse contexts. This course enables student-teachers to enhance their capacities as listeners, communicators, readers and writers by becoming participants in the process of reading and writing.</p> <p>It also develops an understanding of different types of texts – narrative, descriptive, directive, expository, and argumentative and their salient features.</p> <p>Indicate the one/s applicable</p> <p>Upload</p> <ul style="list-style-type: none"> • Data as per Data Template • Details of the activities carried out during the academic year in respect of each response indicated • Any other relevant information
<p>2.4.4</p> <p>Q_nM</p>	<p><i>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</i></p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content Twenty percent of the weightage is given to the Internal assessment in B.Ed. programme which involves teacher made written tests organized twice per subject per year. Questions are given and students are allotted forty minutes to answer in the specified answer copy. 2. Observation modes for individual and group activities The evaluation of group work is done during the community work and art and drama workshops. Sports and cultural activities are conducted through group activities only.

<p>2.4.5 Q_nM</p>	<p><i>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</i></p> <ol style="list-style-type: none"> 1. Preparation of lesson plans Learning preparation of lesson plan is an essential part of teacher preparation. Student-teachers are made aware and practice of use of the ICT in preparing lesson plans. As the process of preparing teachers for the students of 21st century, PPT, video lesson developing skill is an essential tool for teaching in the classrooms. 3. Developing assessment tools for both online and offline learning As a part of online internal assessment, students were asked to develop PPT and present online from their home. Student teachers are required to appear in offline test parts. In teaching practice sessions, they use ICT as per the availability of resources in the institution. 4. Effective use of social media/learning apps/adaptive devices for learning Use of social media by the students and teachers cannot be underestimated as in average both spend 5-6 hours a day. It can be used in groups by sending receiving views, videos, pdf etc. they can be used for sending/receiving links and connectivity's. 5. Identifying and selecting/ developing online learning resources In ICT workshops students are given hands on practice of use of SWAYAM, edX, COURSERA etc. platforms for their personal development. 6. Evolving learning sequences (learning activities) for online as well as face to face situations Students with additional interest in various professional and hobby studies are grouped and facilitated for enrolling in above given e-learning platforms.
<p>2.4.6 Q_nM</p>	<p><i>Students develop competence to organize academic, cultural, sports and community related events through</i></p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school Conducting Academic, Sports and cultural activities are essential parts of their internship programmes. In the first meeting with the principal the student teachers place the list of events to be conducted during 16 weeks of internship. As per the availability of time and space the principal allows theme to conduct under the supervisorship of senior teachers of the school. 2. Planning and execution of community related events Community related events are scheduled to conduct in the 1st year B.Ed. internship programme. Student teachers are oriented and equipped with various questionnaires regarding survey of School Dropouts and availing of government schemes etc. some awareness rallies with the themes of Cleanliness, drug abuse, dealcoholisation etc. 3. Building teams and helping them to participate In B.Ed. Programme more group activities are promoted as various tasks and works are to be presented in groups only. Examples of group activities include subject wise methodology, school wise internship programmes, art and cultural activities workshops, sports, yoga and wellbeing, language proficiency, Seminar presentations etc. 4. Involvement in preparatory arrangements Prior to the commencement of any programme, orientation by the expert faculty is done, explaining what is the programme about, what and how it is organised. 5. Executing/conducting the event Student-teachers are given opportunities to show their leadership capabilities. As the students come from various backgrounds, various environments, they have ample capabilities and new and innovative ideas to make out things best of their capacities.

<p>2.4.7</p> <p>Q_nM</p>	<p><i>A variety of assignments given and assessed for theory courses through</i></p> <ol style="list-style-type: none"> 1. Library work Exploring Library and other learning Resources is a compulsory internal assessment course in B.Ed. 2nd year programme. It is to make students teachers aware of the importance of school library, develop interest for guiding school students in the use of library, and develop in student teachers the skill for promoting reading habits among students. 2. Field exploration Educational Tour for the B.Ed. 2nd year student-teachers is organised by the institution. The programme is aimed at historical, educational or geographic areas of importance are the venues that are visited for field exploration. Funds are arranged from the fee component specially collected for this purpose. 3. Hands-on activity Teaching aids development workshops and art and craft works shops are organised for first and second year B.Ed. Student-teachers. They are provided assistance with the expert faculty of the institution. 4. Preparation of term paper Preparation of term paper is a part of the practicum assigned to every student teacher. Students develop term paper for the class and subject of their choice. 5. Identifying and using the different sources for study ICT based workshop provides opportunity to approach and access of different learning online resources. It is shared and practiced by the student-teachers.
<p>2.4.8</p> <p>Q_iM</p>	<p><i>Internship programme is systematically planned with necessary preparedness</i></p> <p>Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following:</p> <ol style="list-style-type: none"> 1. Selection/identification of schools for internship: participative/on request Prior to the commencement of internship programme, principals of selected schools are asked for subject wise their respective schools. Based on the student teachers' subject methodology, the requirement of schools are matched. Thus, the school wise groups are formed. 2. Orientation to school principal/teachers Principal of the Institution calls a meeting of the mentors and principals of internship concerned schools along with academic supervisors of the college. In the meeting a strategy of the internship is formed and like-wise orientation of pre-internship is organised. 3. Orientation to students going for internship Its an essential part for the freshers, who are going to school first time as teachers. There is a big difference between going to school as a student and as a teacher. The role of a teacher in a school and how to be a part of school culture is made aware to the student-teachers in the orientation before internship. 4. Defining role of teachers of the institution A teacher in a school plays multiple roles, from academic expert to a councillor, guide and advisor, motivator. Some times he is to play as police in the school, friendly and cooperative with staff and colleagues, efficient subordinate to the principal etc. These roles of teachers are explained before internship programme. 5. Streamlining mode/s of assessment of student performance Student teachers are assessed at three levels in internship programmes, at school, principal and mentor teacher who observes the progress of student-teachers from day to day assess students. The mentor school in-charge form the institution is also assess the student teachers. 6. Exposure to variety of school set ups As a part of internship programme, student-teachers are need to come to institution fortnightly and report their school experience in larger group. Thus first hand information of various school setups come before them.

<p>2.4.9</p> <p>Q_nM</p>	<p><i>Number of students attached to each school for internship during the academic year</i></p> <p>2.4.9.1 : Number of final year students during the academic year First Year – No. of Students Second Year – No. of Students</p> <p>2.4.9.2 : Number of schools selected for internship during the academic year Number and names of Internship schools</p>
<p>2.4.10</p> <p>Q_nM</p>	<p><i>Nature of internee engagement during internship consists of</i></p> <ol style="list-style-type: none"> 1. Classroom teaching - Yes 2. Mentoring - Yes 3. Time-table preparation - depends upon the previous experience of teachers 4. Student counseling - yes 5. PTA meetings 6. Assessment of student learning – home assignments & tests - yes 7. Organizing academic and cultural events - yes 8. Maintaining documents - observation of the documents is allowed 9. Administrative responsibilities- experience/exposure - no 10. Preparation of progress reports - yes
<p>2.4.11</p> <p>Q_iM</p>	<p><i>Institution adopts effective monitoring mechanisms during internship programme.</i></p> <p>Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</p> <p>Mentoring of the internship programme is done at three stages. At the first level , the faculty of the institution, who is also school incharge for internship is subject to monitor the progress and mention the disparities in the lesson plan copy.</p> <p>The incharge teacher at the internship school, looks after the daily routine activities like classroom management, academic command, discipline, daily lesson plan etc.</p> <p>The principal of the internship school monitor the internee group’s internal discipline as well as overall performance of the internees. At the end of the programme, all evaluate the performance of each student teacher as a part on internal assessment.</p>

<p>2.4.12 Q_nM</p>	<p><i>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</i></p> <ol style="list-style-type: none"> 1. Self - Qualitative self-assessment is promoted but not in terms of marks. 2. Peers (fellow interns) Student teachers observe the peers, and qualitative assessment is done. 3. Teachers / School* Teachers - School Teachers assess the internees 4. Principal / School* Principal - Principal of the school assesses the student teachers 5. B.Ed Students / School* Students – Evaluation by the school students is generally not a part of internal assessment. <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p>
<p>2.4.13 Q_nM</p>	<p><i>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</i></p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching - Yes by the School subject Mentor and TEI internship school supervisor. 2. Competency acquired in evaluation process in schools – student teachers are involved in the internal examination system of the schools and its evaluation system. And thus their capacity of evaluation is enhanced. 3. Involvement in various activities of schools Student teachers are given to conduct quiz, essay competition, debates, sports and cultural activities. At the end of the internship program, they celebrate it with at the end of internship programme. 4. Regularity, initiative and commitment Teacher preparation means inculcating values such as regularity, taking initiative and developing quality of commitment among the student teachers. The above mentioned qualities are assessed in internship programme. 5. Extent of job readiness The meeting prior to the internship programme, all the school principals, mentor teachers and school incharge faculty are clearly acquainted with the objectives of the programme and thus parts of the duty are assigned in true terms. Thus the job readiness of the student teaches is also measured as per the objectives of the internship programme.

Key Indicator- 2.5 Teacher Profile and Quality

Metric No.	Metric						
<p>2.5.1</p> <p>Q_nM</p>	<p><i>Number of fulltime teachers against sanctioned posts during the year</i></p>						
<p>2.5.2</p> <p>Q_nM</p>	<p><i>Number of fulltime teachers with Ph. D. degree during the year</i></p> <p>2.5.2.1: Number of full time teachers in the institution with Ph.D. degree during the year</p> <table border="1" data-bbox="316 891 1249 1055"> <thead> <tr> <th data-bbox="316 891 1118 943">Year (Block)</th> <th data-bbox="1118 891 1249 943">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 943 1118 994">Number of full-time teachers with Ph.D. Degree</td> <td data-bbox="1118 943 1249 994"></td> </tr> <tr> <td data-bbox="316 994 1118 1055">Number of full-time teachers during the year</td> <td data-bbox="1118 994 1249 1055"></td> </tr> </tbody> </table>	Year (Block)	Total	Number of full-time teachers with Ph.D. Degree		Number of full-time teachers during the year	
Year (Block)	Total						
Number of full-time teachers with Ph.D. Degree							
Number of full-time teachers during the year							
<p>2.5.3</p> <p>Q_nM</p>	<p><i>Number of teaching experience of full time teachers for the during the year</i></p> <p>2.5.3.1: Total number of years of teaching experience of full-time teachers for the academic year</p> <table border="1" data-bbox="316 1335 1230 1413"> <tr> <td data-bbox="316 1335 959 1413">Total number of years of teaching experience of full-time teachers for during the year</td> <td data-bbox="959 1335 1230 1413"></td> </tr> </table>	Total number of years of teaching experience of full-time teachers for during the year					
Total number of years of teaching experience of full-time teachers for during the year							
<p>2.5.4</p> <p>Q_iM</p>	<p><i>Teachers put-forthefforts to keep themselves updated professionally</i></p> <p>Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words</p> <ol style="list-style-type: none"> 1. In house discussions on current developments and issues in education As the present B.Ed. curriculum is an active course. The updates in the teacher education is a part of discussion in the classroom as well as in the staffroom discussions. 2. Share information with colleagues and with other institutions on policies and regulations. WhatsApp groups are now a days common. All the faculty of the institution are members of various teacher education groups of the county as well as the state. University wise updates are received by the university teacher education groups. 						

Key Indicator- 2.6 Evaluation Process

Metric No.	Metric
2.6.1 Q_iM	<i>Continuous Internal Evaluation (CIE) of student learning is in place in the institution</i> Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words Appearing in two unit tests and two practicum are essential parts of internal assessment. After completion of the subject wise units, tests are conducted. Practicum is done during the internship programmes. After returning from the internship practicum is evaluated.
2.6.2 Q_nM	<i>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</i> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination – It is generally not been done. But before uploading internal marks, the subject teachers are made aware about the internal marks. 2. Timely feedback on individual/group performance – It is given by the subject teachers in the next class just after the completion of evaluation of the unit tests and practicums. 3. Provision of improvement opportunities students with less marks in evaluation are provide with another opportunity to reappear. 4. Access to tutorial/remedial support – after evaluation, students in general are given remedial teaching. 5. Provision of answering bilingually – Yes Students are allowed to answer in English or Hindi
2.6.3 Q_iM	<i>Mechanism for grievance redressal related to examination is operationally effective</i> Describe the mechanism and procedure for grievance redressal related to examination in not more than 100-200 words. In general unit test are conducted after the completion of the units and practicum is subjected to submit after the completion of the internship. So grievances generally do not arise. Some internal marks issues are raised with the internal marks given by the school principals and school mentor/teachers. That are sorted by discussion and points of improvement are acquainted to the concerned student teachers.
2.6.4 Q_iM	<i>The institution adheres to academic calendar for the conduct of Internal Evaluation</i> Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words. In this university, the B.Ed. programme is conducted on annual evaluation system. Dates of admission, internal marks upload and term-end examinations are fixed by the university. As per the time and space available in between the dates annual calendar is prepared and adheres to the internal evaluation mechanism.

Key Indicator- 2.7 Student Performance and Learning Outcomes

Metric No.	Metric						
<p>2.7.1</p> <p>Q_nM</p>	<p><i>The teaching learning process of the institution is aligned with the stated PLOs and CLOs.</i></p> <p>Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.</p> <p>Programme learning objectives are described in the orientation programme after the admission of the students. What this programme is and how one can efficiently develop teaching learning capabilities after this.</p> <p>Course Learning Objectives are given before every course. The faculty of the institution, before the starting teaching of the subject, introduce with the course learning objectives. For example The first Paper of B.Ed. Ist year programme is – Childhood and Growing up.</p> <p>the learning objectives of this course are given in the prospectus as –</p> <ul style="list-style-type: none"> • Enable the student teacher to understand how varied socio-economic and cultural realities lead to different constructions of childhood and adolescence. • Develop an understanding of how different cultures have different notions of childhood and adolescents and how urbanization, economic change impacts its construction. • To develop an understanding of children of different age groups through close observation and interaction. • Study significant theories of human development and analyze them critically for their relevance within the Indian context. • Understanding the ways in which diverse needs of learners can be presented and understood and thus create a positive attitude towards inclusive education. 						
<p>2.7.2</p> <p>Q_nM</p>	<p><i>Pass percentage of students during the year</i></p> <p>2.7.2.1: Total number of students who passed the university examination during the year</p> <table border="1" data-bbox="360 1249 1270 1406"> <tbody> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students passed</td> <td></td> </tr> <tr> <td>Total Number of final year students Appeared</td> <td></td> </tr> </tbody> </table>	Year	2020-21	Number of students passed		Total Number of final year students Appeared	
Year	2020-21						
Number of students passed							
Total Number of final year students Appeared							
<p>2.7.3</p> <p>Q_iM</p>	<p><i>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</i></p> <p>Describe the manner in which progress in student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attributes in not 100-200 more than words.</p> <p>Programme of B.Ed. is divided in two equal parts of Ist and IInd Year. Internal and external evaluation pattern and timely conducting the same are well defined and designed. It can be witnessed in the prospectus. This timely conducting of the programme with appropriate weightage of internal and external evaluation provides the information about the growth of student-teachers professional and personal attributes.</p>						

<p>2.7.4 Q_nM</p>	<p><i>Performance of outgoing students in internal assessment</i> 2.7.4.1: Number of students achieving on an average 70% or more in internal assessment activities during the year</p> <table border="1" data-bbox="316 309 1264 430"> <tr> <td data-bbox="316 309 831 430">Number of students achieving on an average 70% or more on internal assessment activities</td> <td data-bbox="831 309 1264 430"></td> </tr> </table>	Number of students achieving on an average 70% or more on internal assessment activities	
Number of students achieving on an average 70% or more on internal assessment activities			
<p>2.7.5 Q_iM</p>	<p><i>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</i></p> <p>Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.</p> <p>Student-teachers generally reflect on the issues of under evaluation of their works or low marking issues. When ever such issues come into light, they are discussed with respect to learning objectives of the subject concern, what are the issues of shortfall in their performance. They are made convince about it and when ever possible they are given chances of improvement also.</p>		

Criterion III- Research and Outreach Activities

Key Indicator 3.1- Resource Mobilisation for Research

Metric No.	Metric				
<p>3.1.1 Q_nM</p>	<p><i>Number of research projects funded by government and/ or non-government agencies during the year</i></p> <p>3.1.1.1: Number of research projects funded by government and non-government agencies during the year</p> <table border="1" data-bbox="344 1308 1062 1438"> <tr> <td data-bbox="344 1308 740 1361">Year</td> <td data-bbox="740 1308 1062 1361">2021-22</td> </tr> <tr> <td data-bbox="344 1361 740 1438">Total number of funded research projects</td> <td data-bbox="740 1361 1062 1438">Nil</td> </tr> </table>	Year	2021-22	Total number of funded research projects	Nil
Year	2021-22				
Total number of funded research projects	Nil				
<p>3.1.2 Q_nM</p>	<p><i>Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</i></p> <p>3.1.2.1: Total grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</p> <table border="1" data-bbox="319 1706 1082 1787"> <tr> <td data-bbox="319 1706 794 1751">Year</td> <td data-bbox="794 1706 1082 1751">2020-21</td> </tr> <tr> <td data-bbox="319 1751 794 1787">Total grants received</td> <td data-bbox="794 1751 1082 1787">nil</td> </tr> </table>	Year	2020-21	Total grants received	nil
Year	2020-21				
Total grants received	nil				
<p>3.1.3 Q_nM</p>	<p><i>In-house support is provided by the institution to teachers for research purposes during the year in the form of</i></p> <p>1. Seed money for doctoral studies / research projects - Nil 2. Granting study leave for research field work - Provision is made on demand management sanctions study leave.</p>				

	<p>3. Undertaking appraisals of institutional functioning and documentation. Documentation of the institutions Appraisal is done by a team headed by the principal of the institution.</p> <p>4. Facilitating research by providing organizational supports Organizational Support is provided to the faculty who wants to take research projects.</p> <p>5. Organizing research circle / internal seminar / interactive session on research Faculty of the in general participate in the research seminars conducted by various TEIs'/Universities.</p>
<p>3.1.4 Q_nM</p>	<p><i>Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include</i></p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations. Department has been provided freedom to conduct things and activities in innovative manner. 2. Encouragement to novel ideas. Novel ideas are discussed in the staff meetings and are implemented during the sessions. 3. Official approval and support for innovative try-outs. Being an affiliated institution, it follows the university regulations. When ever innovative ideas come into, the freedom is available with the staff to conduct it with. 4. Material and procedural supports The management of the institution supports the faculty with ICT gadgets and other technical support to the faculty.

Key Indicator 3.2- Research Publications

Metric No.	Metric				
<p>3.2.1 Q_nM</p>	<p><i>Number of research papers / articles per teacher published in Journals notified on UGC website during the year</i></p> <p>3.2.1.1: Number of research papers / articles per teacher published in the Journals notified on UGC website during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of research papers / articles published</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number of research papers / articles published	Nil
Year	2020-21				
Number of research papers / articles published	Nil				
<p>3.2.2 Q_nM</p>	<p><i>Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year</i></p> <p>3.2.2.1: Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the year</p> <table border="1"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of books and / or chapters in edited books, papers in National / International conference proceedings published</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number of books and / or chapters in edited books, papers in National / International conference proceedings published	Nil
Year	2020-21				
Number of books and / or chapters in edited books, papers in National / International conference proceedings published	Nil				

Key Indicators 3.3 –Outreach Activities

Metric No.	Metric
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<p>3.3.1 Q_nM</p>	<p><i>Number of outreach activities organized by the institution during the year.</i> 3.3.1.1: Total number of outreach activities organized by the institution during the year.</p> <table border="1" data-bbox="344 311 1099 427"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of outreach activities</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number of outreach activities	Nil
Year	2020-21				
Number of outreach activities	Nil				
<p>3.3.2 Q_nM</p>	<p><i>Number of students participating in outreach activities organized by the institution during the year</i> 3.3.2.1: Number of students participating in outreach activities organized by the institution during the year</p> <table border="1" data-bbox="312 647 1062 763"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students participating in outreach activities</td> <td></td> </tr> </table>	Year	2020-21	Number of students participating in outreach activities	
Year	2020-21				
Number of students participating in outreach activities					
<p>3.3.3 Q_nM</p>	<p><i>Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year</i> 3.3.3.1: Number of students participated in activities as part of national priority programmes during the year</p> <table border="1" data-bbox="344 1039 1115 1193"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of students participated in activities as part of national priority programmes</td> <td></td> </tr> </table>	Year	2020-21	Number of students participated in activities as part of national priority programmes	
Year	2020-21				
Number of students participated in activities as part of national priority programmes					
<p>3.3.4 Q_iM</p>	<p><i>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</i> Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words. Work with community is an essential part of the internship programme. So every student-teacher need to participate in survey, awareness rallies, provide logistic support in vaccination drives etc. Prior to the exposure of such activities, student-teachers are well communicated with the level of hazard one is going to face during the exposure to programme.</p>				
<p>3.3.5 Q_nM</p>	<p><i>Number of awards and honours received for outreach activities from government / recognized agency during the year</i> 3.3.5.1: Total number of awards and honours received for outreach activities from government/ recognized agency during the year.</p> <table border="1" data-bbox="312 1697 949 1776"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number	Nil
Year	2020-21				
Number	Nil				

Key Indicator - 3.4 Collaboration and Linkages

Metric No.	Metric
3.4.1	<i>Number of linkages for Faculty exchange, Student exchange, research etc.</i>

<p>Q_nM</p>	<p><i>during the year</i> 3.4.1.1: Number of linkages for faculty exchange, student exchange, research etc. during the year</p> <table border="1" data-bbox="316 309 849 416"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Number of Linkages</td> <td>Nil</td> </tr> </table>	Year	2020-21	Number of Linkages	Nil
Year	2020-21				
Number of Linkages	Nil				
<p>3.4.2 Q_nM</p>	<p><i>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</i> 3.4.2.1: Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</p> <table border="1" data-bbox="316 730 1257 808"> <tr> <td>Number of Functional MoUs during the year (Block Year)</td> <td>Nil</td> </tr> </table>	Number of Functional MoUs during the year (Block Year)	Nil		
Number of Functional MoUs during the year (Block Year)	Nil				
<p>3.4.3 Q_nM</p>	<p><i>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</i></p> <ol style="list-style-type: none"> 1. Local community based activities - Institution participates in the local mela activities and other special occasions. 2. Practice teaching /internship in schools MoU with internship schools has been done. This institution provides academic, logistic and material supports. 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Student teachers usually conduct literally, cultural and open discussions during the internship programmes. They are equipped to do so. Now It is planned to conduct student competitions among the internship school in the school campus. 4. Discern ways to strengthen school based practice through joint discussions and planning. Prior to the initiation of internship programme for any academic year, general meeting with school principals and mentor teachers are organized. After that one-to-one internship school and faculty of the institution finalizes the academic as well as logistic support areas and are met with as per the situations permit. 5. Join hands with schools in identifying areas for innovative practice. When ever any nearby /internship school is in demand of teachers and academic support, this institution does not hesitate to extend it. 6. Rehabilitation Clinics भागलियाहोतो 7. Linkages with general colleges दूसरे महाविद्यालय से अनुबंध कियाहोतो 				

Criterion IV - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	Metric				
4.1.1 Q _n M	<p><i>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</i></p> <p>Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words</p> <p>Yes this institution adequate facilities as specified by the NCTE Norms.</p>				
4.1.2 Q _n M	<p><i>Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.</i></p> <p>4.1.2.1: Number of classrooms and seminar hall(s) with ICT facilities 4.1.2.2: Number of Classrooms and seminar hall(s) in the institution</p> <table border="1" style="width: 100%;"> <tr> <td>Number of classrooms and seminar hall(s) with ICT facilities</td> <td></td> </tr> <tr> <td>Total number of Classrooms and seminar hall(s) in the institution</td> <td></td> </tr> </table>	Number of classrooms and seminar hall(s) with ICT facilities		Total number of Classrooms and seminar hall(s) in the institution	
Number of classrooms and seminar hall(s) with ICT facilities					
Total number of Classrooms and seminar hall(s) in the institution					
4.1.3 Q _n M	<p><i>Number of expenditure excluding salary for infrastructure augmentation during the year (INR in lakhs)</i></p> <p>4.1.3.1: Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)</p> <table border="1" style="width: 100%;"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Total actual expenditure for infrastructure augmentation</td> <td></td> </tr> </table>	Year		Total actual expenditure for infrastructure augmentation	
Year					
Total actual expenditure for infrastructure augmentation					

Key Indicator – 4.2 Library as a Learning Resource

Metric No.	Metric				
4.2.1 Q ₁ M	<i>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</i> Describe the features of Library Automation in not more than 100 – 200 words.				
4.2.2 Q ₁ M	<i>Institution has remote access to library resources which students and teachers use frequently</i> Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words				
4.2.3 Q _n M	<i>Institution has subscription for e-resources and has membership / registration for the following</i> <ul style="list-style-type: none"> • e-journals • e-Shodh Sindhu • Shodhganga • e-books • Databases 				
4.2.4 Q _n M	<i>Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</i> 4.2.3.1: Annual expenditure for purchase of books, journals and e-resources during the year (INR in Lakhs) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year</td> <td>2020-21</td> </tr> <tr> <td>Annual expenditure for purchase of books, journals and e-resources</td> <td></td> </tr> </table>	Year	2020-21	Annual expenditure for purchase of books, journals and e-resources	
Year	2020-21				
Annual expenditure for purchase of books, journals and e-resources					
4.2.5 Q _n M	<i>Per day usage of library by teachers and students during the academic year</i> 4.2.5.1 : Number of teachers and students using library for Month one (not less than 20 working days) during the academic year 4.2.5.2 : Number of teachers and students using library for Month two (not less than 20 working days) during the academic year 4.2.5.3 : Number of teachers and students using library for Month 3 (not less than 20 working days) during the academic year 4.2.5.4: Number of teachers and students using library for Month 4 (not less than 20 working days) during the academic year. 4.2.5.5: Number of teachers and students using library for Month 5 (not less than 20 working days) during the academic year.				

	Month1	
	Month 2	
	Month 3	
	Month 4	
	Month 5	
4.2.6 Q_nM	<p><i>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</i></p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College 	

Key Indicator- 4.3 ICT Infrastructure

Metric No.	Metric
4.3.1 Q_iM	<p><i>Institution updates its ICT facilities including Wi-Fi</i></p> <p>Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words</p>
4.3.2 Q_nM	<p><i>Student – Computer ratio during the academic year</i></p>
4.3.3 Q_nM	<p><i>Internet bandwidth available in the institution</i></p> <p>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</p> <p>Options:</p> <ol style="list-style-type: none"> A. ≥ 1 GBPS महाविद्यालय में इंटरनेट B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS <p><50 MBPS</p>
4.3.4 Q_nM	<p><i>Facilities for e-content development are available in the institution such as</i></p> <ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system महाविद्यालय में आईसीटी 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit

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Key Indicator – 4.4 Maintenance of Campus and Infrastructure

Metric No.	Metric				
<p>4.4.1</p> <p>Q_nM</p>	<p><i>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</i></p> <p>4.4.1.1: Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year(INR in lakhs)</p> <table border="1" style="margin-left: 40px; width: 60%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Year</td> <td style="width: 40%;"></td> </tr> <tr> <td>Expenditure on maintenance of physical and academic support facilities in INR Lakhs</td> <td></td> </tr> </table>	Year		Expenditure on maintenance of physical and academic support facilities in INR Lakhs	
Year					
Expenditure on maintenance of physical and academic support facilities in INR Lakhs					
<p>4.4.2</p> <p>Q_iM</p>	<p><i>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words</p>				

Criterion V- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.	Metric
<p>5.1.1 Q_nM</p>	<p><i>A range of capability building and skill enhancement initiatives are undertaken by the institution such as</i></p> <ol style="list-style-type: none"> 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
<p>5.1.2 Q_nM</p>	<p><i>Available student support facilities in institution are</i></p> <ol style="list-style-type: none"> 1. Vehicle Parkingyes 2. Common rooms separately for boys and girls yes 3. Recreational facility yes 4. First aid and medical aid Yes 5. Transport Yes 6. Book bank Yes 7. Safe drinking waterYes 8. HostelYes 9. CanteenYes 10. Toilets for girlsYes
<p>5.1.3 Q_nM</p>	<p><i>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</i></p> <ol style="list-style-type: none"> 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
<p>5.1.4 Q_nM</p>	<p><i>Institution provides additional support to needy students in several ways such as</i></p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks - No 2. Outside accommodation on reasonable rent on shared or individual basis - Yes 3. Dean student welfare is appointed and takes care of student welfare - Yes 4. Placement Officer is appointed and takes care of the Placement Cell - Yes 5. Concession in tuition fees/hostel fees - Yes 6. Group insurance (Health/Accident) - No

Key Indicator- 5.2 Student Progression

Metric No.	Metric															
5.2.1 Q _n M	<p>Number of placement of students as teachers/teacher educators 5.2.1.1: Number of students of the institution placed as teachers/teacher educators during the year</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of students placed as teachers/teacher educators</td> <td></td> </tr> <tr> <td>Total number of graduating students</td> <td></td> </tr> </table>	Year		Number of students placed as teachers/teacher educators		Total number of graduating students										
Year																
Number of students placed as teachers/teacher educators																
Total number of graduating students																
5.2.2 Q _n M	<p>Number of student progression to higher education during the academic year</p> <p>5.2.2.1: Number of outgoing students progressing from Bachelor to PG (A1). 5.2.2.2: Number of outgoing students progressing from PG to M.Phil (A2). 5.2.2.3: Number of outgoing students progressing from PG / M.Phil to Ph.D (A3).</p> <table border="1"> <thead> <tr> <th></th> <th>Bachelor to PG:</th> <th>PG to M.Phil</th> <th>PG/ M.Phil to Ph.D</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of students' progressing to higher education</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of students passed</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Bachelor to PG:	PG to M.Phil	PG/ M.Phil to Ph.D	Total	Number of students' progressing to higher education					Total number of students passed				
	Bachelor to PG:	PG to M.Phil	PG/ M.Phil to Ph.D	Total												
Number of students' progressing to higher education																
Total number of students passed																
5.2.3 Q _n M	<p>Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET) 5.2.3.1: Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the year</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of Students qualified (NET/SLET/ TET/ CTET)</td> <td></td> </tr> <tr> <td>Number of graduating students</td> <td></td> </tr> </table>	Year		Number of Students qualified (NET/SLET/ TET/ CTET)		Number of graduating students										
Year																
Number of Students qualified (NET/SLET/ TET/ CTET)																
Number of graduating students																

Key Indicator- 5.3 Student Participation in Activities

Metric No.	Metric
5.3.1 Q _i M	<p>Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the</p>

	institutional functioning and contribute for students welfare in not more than 100 - 200				
5.3.2 Q_nM	<p><i>Number of sports and cultural events organized at the institution during the year</i></p> <p>5.3.2.1: Number of sports and cultural events organized at the institution during the year</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of sports and cultural events organized</td> <td></td> </tr> </table>	Year		Number of sports and cultural events organized	
Year					
Number of sports and cultural events organized					

Key Indicator- 5.4 Alumni Engagement

Metric No.	Metric				
5.4.1 Q_iM	<p><i>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution</i></p> <p>Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects</p>				
5.4.2 Q_nM	<p><i>Alumni has an active role in the regular institutional functioning such as</i></p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support 				
5.4.3 Q_nM	<p><i>Number of meetings of Alumni Association held during the year</i></p> <p>5.4.3.1: Number of meetings of Alumni Association held during the year</p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number of Meetings of Alumni Association</td> <td></td> </tr> </table>	Year		Number of Meetings of Alumni Association	
Year					
Number of Meetings of Alumni Association					
5.4.4 Q_iM	<p><i>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.</i></p> <p>Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words</p>				

Criterion VI: Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	Metric
6.1.1 Q _i M	<i>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</i> Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.
6.1.2 Q _i M	<i>Institution practices decentralization and participative management</i> Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words
6.1.3 Q _i M	<i>The institution maintains transparency in its financial, academic, administrative and other functions</i> Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	Metric
6.2.1 Q _i M	<i>The institutional Strategic plan is effectively deployed</i> Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words
6.2.2 Q _i M	<i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i> Describe the functioning of the institutional bodies in not more than 100 - 200 words.
6.2.3 Q _n M	<i>Implementation of e-governance are in the following areas of operation</i> <ol style="list-style-type: none"> 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
6.2.4 Q _i M	<i>Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions</i> Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	Metric				
6.3.1 Q _n M	<p><i>Effective implementation of welfare measures for teaching and non-teaching staff is in place</i></p> <p>Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words</p>				
6.3.2 Q _n M	<p><i>Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year</i></p> <p>6.3.2.1: Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of teachers receiving financial</td> <td></td> </tr> </table>	Year		Number of teachers receiving financial	
Year					
Number of teachers receiving financial					
6.3.3 Q _n M	<p><i>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during theyear.</i></p> <p>6.3.3.1: Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during theyear</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of professional development /administrative training programmes</td> <td></td> </tr> </table>	Year		Number of professional development /administrative training programmes	
Year					
Number of professional development /administrative training programmes					
6.3.4 Q _n M	<p><i>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</i></p> <p>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 theyear</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Years</td> <td></td> </tr> <tr> <td>Number of participating teachers</td> <td></td> </tr> </table>	Years		Number of participating teachers	
Years					
Number of participating teachers					
6.3.5	<p><i>The institution has a performance appraisal system for teaching and non-teaching staff</i></p>				

Q_iM	Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.
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Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	Metric				
6.4.1 Q _i M	<i>Institution conducts internal or /and external financial audit regularly</i> Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words •				
6.4.2 Q _n M	<i>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)</i> 6.4.2.1: Total funds received from non-government bodies, individuals, philanthropists during the year (INR in Lakhs) <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)</td> <td></td> </tr> </table> •	Year		Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)	
Year					
Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)					
6.4.3 Q _i M	<i>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</i> Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words. •				

Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	Metric				
6.5.1 Q _i M	<i>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</i> Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words •				
6.5.2 Q _i M	<i>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</i> Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words. •				
6.5.3 Q _n M	<i>Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year</i> 6.5.3.1: Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year. <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30%;">Year</td> <td></td> </tr> <tr> <td>Number of quality initiatives taken by IQAC / any other mechanism</td> <td></td> </tr> </table> •	Year		Number of quality initiatives taken by IQAC / any other mechanism	
Year					
Number of quality initiatives taken by IQAC / any other mechanism					

6.5.4 Q _n M	<p><i>Institution engages in several quality initiatives such as</i></p> <ol style="list-style-type: none"> 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 <p align="center">•</p>
6.5.5 Q _i M	<p><i>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</i></p> <p><i>For first cycle:</i></p> <p><i>Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each</i></p> <p><u><i>For second and subsequent cycles:</i></u></p> <p><i>Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each</i></p> <p align="center">•</p>

Criterion VII- Institutional Values and Best Practices

Key Indicator- 7.1 Institutional Values and Social Responsibilities

Metric No.	Metric
7.1.1 Q _i M	<p><i>Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements</i></p> <p>Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.</p> <p align="center">•</p>
7.1.2 Q _i M	<p><i>Institution has a stated policy and procedure for implementation of waste management</i></p> <p>Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.</p> <p align="center">•</p>
7.1.3 Q _n M	<p><i>Institution waste management practices include</i></p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant
7.1.4	<p><i>Institution has water management and conservation initiatives in the form of</i></p> <ol style="list-style-type: none"> 1. Rain water harvesting

Q_nM	<ol style="list-style-type: none"> 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage 				
7.1.5 Q_iM	<p><i>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</i></p> <p>Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>				
7.1.6 Q_nM	<p><i>Institution is committed to encourage green practices that include</i></p> <ol style="list-style-type: none"> 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 				
7.1.7 Q_nM	<p><i>Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</i></p> <p>7.1.7.1: Total expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs) महाविद्यालय में स्वच्छता एवं सौंदर्यीकरण हेतु की गई खर्च विवरण व्यवस्था का फोटो सहित</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td></td> </tr> <tr> <td>Expenditure on green initiatives and waste management (INR in lakhs)</td> <td></td> </tr> </table>	Year		Expenditure on green initiatives and waste management (INR in lakhs)	
Year					
Expenditure on green initiatives and waste management (INR in lakhs)					
7.1.8 Q_iM	<p><i>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</i></p> <p>Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words</p>				
7.1.9 Q_nM	<p><i>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</i></p> <ol style="list-style-type: none"> 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 				

Indicator- 7.2 Best Practices

Metric No.	Metric
7.2.1	<i>Describe at least two institutional best practices (as per NAAC format given on its website)</i>

QM	Describe any two best practices successfully implemented by the institution as per NAAC format •
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Key Indicator- 7.3 Institutional Distinctiveness

Metric No.	Metric
7.3.1	<i>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</i>
QM	Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words •

Future Plans of action for next academic year (200 words)

Name _____ *Name* _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____ *** _____

Abbreviations:

CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
