



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**IRA EDUCATION SOCIETY'S COLLEGE OF  
EDUCATION, ARVI, TAL. HAVELI, DIST. PUNE**

S.NO.149/2, ARVI. TAL. HAVELI, DIST. PUNE- 412 205

412205

[www.iescoebed.in](http://www.iescoebed.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ira Education Society's College of Education (ICE) located in Arvi, Pune was established in the year 2008. Ira Education Society (IES) established in 2006 has always been foresighted and a strong believer of quality education for all. The Oxford School educational institution established in the last one decade from K.G. to 12th with its educational complex is testimony to the visionary zeal and concerted efforts of the Chairman Hon'ble Dr. Prasanna Deshmukh and Mrs. Amruta Paygude, Secretary and Chairperson, Management Board of IES. Ira college of Education is affiliated to the University of Pune. It is a self-financed college and is recognized by the National Council for Teacher Education (NCTE). ICE envisions empowering student teachers to face the challenges of the 21st Century with value-based transactions and meaningful collaborations. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges. Today Ira Education Society's College of Education, Arvi is one of the leading college imparting quality education. The institution provides the B.Ed programme under University of Pune. Our commitment to quality is reflected in our excellent academic results, achievements in intra collegiate activities and placements in schools of high repute. Ira college of Education aims at the holistic development of the teacher educators and actively participates in community services. The college's success is the result of the teamwork and dedication of the Management, the Principal Dr. Atul Gaikwad, staff, students, alumni and all stakeholders. Ira College of Education, Pune continues to define new benchmarks and scale new heights and we look forward to creating a new generation of teachers, through whom we will make a difference in the outlook and the knowledge base of the future generation.

### Vision

Generating value-based transactions and empower students teacher to deal with professional and global issues through techno savvy age.

### Mission

- We foster our Student's love for learning, encourage them to try new and exciting things, and give them a Solid foundation to build on.
- To develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- To develop the skills and competencies necessary to play the multifaceted role of the teacher in millennium.
- To enable the students to live in harmony with oneself and with other in the professions, community and Society at large.

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

### Institutional Strength

College Strength Fostering quality education for 13 years.

- Courses offered Regular two years B.Ed Programme.
- Distance mode M.A in Education programme of Savitribai Phule Pune University, Pune
- Distance mode M.A in Education programme of Yashwantrao Chavan Maharashtra Open University, Nashik.
- Distance mode Diploma in Management
- Progressive, Visionary Management
- Principal and three faculty members are the Member of Board of Studies of Savitribai Phule Pune University(Former Pune University)in Education.
- Located in suburban village hilly area and easily approachable by roadways.
- Programmes on Skill enhancement, Value- added courses and self study courses
- Community Outreach Programme
- Effective feedback and monitoring system
- Good rapport and strong relationship with Practice teaching schools.
- Effective teaching -learning- evaluation by using Rubric tool.
- 5 Functional MoU with other educational institutions of high repute
- Strong Placement Cell. 80% placements.
- Robust feedback mechanism
- Student centered teaching learning process
- Strong Alumni interaction and support academically.
- Well- spaced infrastructural facilities.
- Continuous Internal Evaluation
- Above 95% academic results
- Nurturing personality development through activities.
- Ira college of education's LMS
- Library to inculcate reading habits.
- Faculty publications through Books and Research articles - UGC CARE.
- Library Facilities
- Campus enabled with WiFi connectivity and technologically equipped classroom.
- Scholarships to Students
- Career Guidance & Counselling
- Training for Competitive Exams - TET/ CET/ PET/ NET &SLET (Education)
- Industrial Visits / Internship carried out by Students
- Action Researches were done by faculty
- Fully solar powered campus.
- Book Bank facility
- Green Audit Campus
- Ira college of education's YouTube channel
- Faculty development – Teaching and Non-teaching Staff
- Grievance Redressal Cell
- Active Student Council
- Full in admission process. 100% admissions

### **Institutional Weakness**

- Time constraint for organising several programmes.

- Awaiting for NAAC accreditation to start integrated B.Ed., research Cell, University funding, organising state level, national level seminars and conferences.

### **Institutional Opportunity**

- International faculty and student exchange programmes
- Additional Certificate courses
- Integrated B.Ed course
- Permanent Affiliation
- Technological advancement for Hybrid learning
- Research Initiatives
- Collaboration with State/national/ International Universities/ school/ college of education.
- Government funded Research projects.
- Applying for Design Patent.
- Research publications -Peer Reviewed and UGC CARE

### **Institutional Challenge**

- Receiving Research funding
- Increasing cost of various resources to be obtained and sustained
- Demand for other professional courses.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Ira Education's Society's College of Education affiliated to the University of Pune and follows the syllabus prescribed by the Savitribai Phule Pune University, Pune. The institution believes in adopting a proactive approach in transacting the curriculum and is focused on providing curricular experiences that are updated, in alignment with its vision and mission and the needs of its stakeholders and the local community and relevant to the local, national and global context.

Ira College of Education prepared the overall Academic Calendar for the academic year. The curriculum planning is done based on the deliberations of the IQAC and the CDC, the strategic plan, college academic calendar is prepared that provides the roadmap for the college activities both academic and non-academic. Year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teachers are prepared.

The college offers the Two years B.Ed programme. The college provides academic flexibility to the students as they have the choice to select optional/elective courses, pedagogy courses, value added courses, self-study courses offered by the college. All information with respect to the programmes are displayed on the college website.

The college focuses a lot on providing numerous opportunities for student teachers to develop their skills and

capacities through curriculum enrichment and to derive professionally relevant understandings and consolidate these into student's professional acumen through a wide range of curricular experiences such as Expert sessions by Alumni, Research presentation, Skill Enhancement, Visits, Field Trips, Community outreach, Extension, , Content Enrichment Programme, Expert talk sessions, workshop . Alumni and experts from different school boards are invited for interactive sessions with the student teachers to provide them with knowledge of diversities in school systems.

The institution has a well-structured feedback mechanism in place, feedback is taken on a regular basis from the various stakeholders, analysed and corrective measures undertaken to bring about overall quality improvement in the institutional transactions.

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

Student enrolment is as per the rules and regulations of NCTE, University of Pune, Maharashtra CET Cell, Admission Regulating Authority. The institution has relevant assessment processes for honouring student diversity, to identify different learning needs of students and their level of readiness and provide academic support through study circle, teacher in charge, remedial lectures, simplified notes, interactive session with alumni.

Fosters a student centric learning environment in its teaching learning process evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices through Experiential Learning, Participative learning, Problem Solving methodologies, Brain storming, Focused group discussion, Online mode. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed. Teaching plan aims to develop the student teachers' personality, pedagogical and professional competence.

Competency and skill development programmes through a robust internship programme, simulated lessons, value added courses, technology integrated learning experiences, effectively utilising digital tools and resources, expert talk sessions, workshops, personality grooming session, enhancing communication skills, organising and anchoring various programmes and events, group discussions, projects, field visits, inclusive practices, seminar presentations, experiential learning, preparation of learning resources, various assessment tools, outreach activities. The teachers attend orientation, refresher, short term courses, faculty development programme. Our principal is Ph.D. research guides with University of Pune. The faculty are part of several educational bodies and committees at the University level such as Board of Studies, exam paper setting, examiners, moderators etc.

Ira College of Education follows Continuous Internal Evaluation. Formative evaluation- Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review. Evidence of outcomes is witnessed through the achievement of PLO's and CLO's. Learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills. Summative evaluation is done through university exams.

### **Infrastructure and Learning Resources**

The college has sufficient infrastructure and has well-built mechanism for the proper utilization of physical

facilities for teaching and learning. The college has well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, Multi-purpose hall, computer laboratory, well equipped library etc. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, policies/documents, journals, e-journals, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is computerized, Vruddhi software is used for library transaction. Jaykar Library is subscribed, provides access online resources.

The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. The College has well equipped computer Laboratory with requisite numbers of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected with LAN and internet facility. During Covid-19 lock down teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. The institution has purchased the Test-moz license for online test sessions. The college has a YouTube Channel and recorded lectures. The college also has an online LMS for students, teachers and alumni. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. Solar energy facility which adds to the sustainability of resources and conservation of energy. Fresh air, pollution free campus, fullest sunlight, spacious classrooms are the highlights of the Ira College of Education.

### **Student Support and Progression**

The college has a strong student support system in place and provides a wide range of capability building and skill enhancement initiatives such as Being Job Perfect that includes sessions on career guidance, professional skills, Resume writing, Communication Skills, Personality development, other sessions include Mental Health and Wellbeing, Classroom Management, Innovative practices, Reflective practices, course on Skill Development, presentation on Student Teacher's Research proposal, using online tools and resources. The institution has a transparent grievance redressal mechanism with timely address of issues, the institution has a grievance committee, guidelines are provided to students on the college website, provisions are in place for offline and online mode of raising grievance. The institution's guidance and counselling cell conducts various awareness programmes, in house counsellor provides requisite support to the students. Students are involved in all aspects of conducting various events such as Annual Day programme, Sports Day, cultural programmes, Assemblies on festivals, important national and international days, YouTube sessions etc. The Ira college of Education's Alumni Association is an active team that plans activities and events for the welfare of the current students. Many college alumni are working in various prestigious designations such as principals, faculty, academic leaders, entrepreneurs and help in career guidance and support in the placement of our students in different schools. They play a vital role through student mentoring, student support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient teachers to meet the local and global challenges. The institution highly values the feedback and inputs of members that plays a very vital role in filling any gaps in the curriculum.

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

The Management, Principal, Teachers, and administrative staff work in coordination with full dedication to fulfil the vision and mission and objectives of the institution. The Principal in consultation with the Management and the faculty prepares the action plan in keeping with the vision, mission and objectives of the institution and focused towards achieving the programme outcomes. The code of conduct and prospectus

provides the requisite information for the staff and students. The institution maintains transparency in all its academic, financial, administrative functions. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

Ira college of education aims to cultivate a crop of new student teachers each year that have had the first-hand experience which they can then translate into their classrooms to provide quality education wherever they go. Faculty empowerment strategies encompasses support towards attending courses, training programmes, research work, facilities such as library facility, leave, financial support. The performance appraisal system gives direction to the quality enhancement of the college. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management.

The college has a well-defined financial management strategy. All the income and expenditures are properly audited and filed. The Internal Quality Assurance Cell (IQAC) of the institution frames policies based on the vision, mission, and goals of the college to enable quality enhancement in all the aspects of the college functioning.

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

Ira Education Society's College of Education believes and practices sustainable development in all the endeavours. The institution has Sustainable Development Goals as its overall theme for all activities. The Sustainable Practices Policy is the guide for the use of available resources for the events, activities, and developments at the college. The objective is to develop, implement, promote, and lead environment friendly activities at college of education, Arvi, Pune

The college conducts regular energy audits, green audits, Solar system, Zero power hour, Waste Management. At the community level the college has conducted clean up drives at Sinhgad Fort and tree plantation drive. At the college and campus level, Swachh Bharat Abhiyaan was held. All these activities encourage and sensitize students to use natural resources wisely and adopt sustainable living. Best practices of the college are well aligned to the national policies and priorities. The college has its community engagement programmes, environment and cleanliness initiatives.

The college conducts capacity building activities such as value-added courses, workshop, developing leadership skills, organising events, expert talks participating in cultural programmes and competitions to sharpen their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend conferences, present papers and publish articles etc.

### **Research and Outreach Activities**

The college has undertaken 7 non- government funded and 1 government projects. The Management of the college provides seed money and other financial and necessary support for research purposes in the college. The college provides leave to the faculty for research and professional development. The college provides access to library to support the research endeavours of the faculty and students. The institution greatly

encourages innovation, creativity, and entrepreneurship among its students through its TET,SET,NET preparation center.

The college always encourages and supports its faculty towards publications and they have been enthusiastically publishing research papers and articles in several journals which includes 20 paper publications and authored 2 books.

Through the teaching learning process outreach activities are fostered through expert talks and extension activities on Swachha Abhiyan, Awareness programmes, Physical and Mental health programmes, Gender sensitisation. The activities are organised with collaborating partners– schools, colleges. The college has improved its collaborations and linkages with various organisations and institutions in its endeavour to provide students with varied experiences, interactions with experts, updated knowledge and skills through workshops, seminars, expert talk sessions, internship, outreach activities, awareness programmes and cultural events. Inorder to strengthen its collaborations and linkages Ira college of education has 4 functional MoUs



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	IRA EDUCATION SOCIETY'S COLLEGE OF EDUCATION, ARVI, TAL. HAVELI, DIST. PUNE
Address	S.No.149/2, Arvi. Tal. Haveli, Dist. Pune- 412 205
City	Pune
State	Maharashtra
Pin	412205
Website	<a href="http://www.iescoebed.in">www.iescoebed.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Atul Arun Gaikwad	020-9822437446	9822437446	-	iraedu100@gmail.com
IQAC / CIQA coordinator	Suhasini Anil Bhujbal	-	9860056541	-	suhasinibarbhai@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	28-08-2008	156	Temporary Affiliation

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.No.149/2, Arvi. Tal. Haveli, Dist. Pune- 412 205	Rural	1	2505

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education	24	Graduation	Marathi	100	100

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	5	7	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	0	0	0	0
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	5	7	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		1		2

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	16	0	0	0	16
	Female	88	0	0	0	88
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	0	1	0
	Female	5	11	3	0
	Others	0	0	0	0
ST	Male	2	0	2	1
	Female	0	2	0	1
	Others	0	0	0	0
OBC	Male	2	2	2	1
	Female	12	6	4	2
	Others	0	0	0	0
General	Male	12	10	18	11
	Female	61	47	69	82
	Others	0	0	0	0
Others	Male	1	3	0	1
	Female	2	19	1	1
	Others	0	0	0	0
Total		100	100	100	100

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Ira College of Education, Arvi has always focused on the holistic development of its students and the NEP 2020 gave further legitimacy to this vision of the college. The college has since the past several years highlighted the multidisciplinary nature of the teaching career and woven this into the transaction of the course through its curricular and co curricular activities. The institution offers a range of flexible and innovative Value- Added Courses to enhance students' skills alongside the existing curriculum. Some of them are Human Values, Peace Education, Wellness Forever, Yoga Forever, Understanding the Self, Team Building, and Action Research. Community engagement and service is a crucial
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	<p>component of the course. Environmental Education is imparted through practical programmes like E-Waste Collection, Expert Talks on NEP2020, Observance of Environment Day, Water Day etc In view of NEP 2020, the college has continued to develop and add to the long list of Value Added Courses in order to promote a more interdisciplinary approach.</p>
2. Academic bank of credits (ABC):	In Process
3. Skill development:	<p>Ira college of education , arvi has several skill development programs for improving the soft skills of students in alignment with National Skills Qualifications Framework. Value Added Courses on Human Values, Human Rights, Digital Skills in the classroom, Financial Literacy, Educational Leaderships, Communication skills, Job Perfect sessions, Personality Development in Education. These are integrated into the college time table as part of students' study circle. Expert sessions on Communication Skills, Innovative teaching strategies are conducted. All Value Added Courses offered by the college are available in the library.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Ira college of education prides itself on its diversity of students and faculty. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college. The celebration of Hindi Diwas, Marathi Diwas as well as Mother Language Day are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. These are key cocurricular activities that serve to enhance students' knowledge of Indian Culture and languages.</p>
5. Focus on Outcome based education (OBE):	<p>Ira college of education,Arvi has aligned the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings which comprised of the various stakeholders including teachers, students, employer school principals, practice teaching school principals as well as alumni. The finalized outcomes are communicated through the teacher orientation meetings prior to every term.</p>
6. Distance education/online education:	<p>Ira college of education Arvi has M.A. in education and Diploma in Management course through distance learning(ODL) mode. A wide range of reference</p>



material, expert staff have been used for teaching learning activities. These include google classrooms, PPTs, online guidance . The institute has incorporated blended learning seamlessly into its functioning by making available relevant educational resources online for students' reference. The college conducts routine sessions to induct students to NEP 2020.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in our College with the prime objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes ELC is functional in our college ELC members: The Institution has the ELC functional with the following members Sr.No. Name Designation Functional Role 1. Asst. Prof. Dighe Sagar Asst. Professor ELC coordinator 2 Asst. Prof. Raskar Rajendra Asst. Professor ELC coordinator 3 Rahod Sunita Dhumal Ajay B.Ed. First Year Student Representative 4 Sabira Shaikh Nikita Jain B.Ed. Second Year Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	186	168
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	52	52	52	52
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**1.4**

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	101	100	82	79
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	94	96	81	79
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	86
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.30648	11.76	12.4783	66.6972	75.6624
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

### 3.2

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

Response: 28

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

Ira Education Society's Ira Collage of Education affiliated to the Savitribai Phule Pune University, Pune and follows the prescribed syllabus. The institution believes in adopting a proactive approach in curriculum transaction based on the needs and requirements of the stakeholders as well as the changing trends in education and adapting to the local context. The institution reflects in its vision and mission, the need for providing curriculum experiences that are updated, aligned and relevant to the local, national and global context.( The University provides the overall Academic Calendar, the Institution then based of the same plans we prepare academic calendar). Based on the deliberations of the QAC and College Development Committee the intuitional academic calendar is prepared that provides the roadmap for the institutional activities both academic and co-curricular activities indicating events the term breaks, holidays, co-curricular activities, internship, assessments, assignments, practical, community service, filed visit, annual days etc. The QAC and Collage Development Committee of the institution provide their suggestions and recommendations with respect to the curriculum transactions, taking into considerations the feedback form different stakeholders such as the students, faculty, alumni, practice teaching schools. Most of the faculty members of our college are the member of Board of Studies in education of Savitribai Phule Pune Vidyapeeth . Our faculty prepare year plan, course plan, lesson plan based on programme learning outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teacher based on students' need. Value added courses, self -study courses are introduced, additional learning resources in the form of books, e-content, reference books etc. are provided. Organisation of seminars, workshops by the collage is also a part planning and reviewing, revising curriculum. The college faculty updated them- selves through faculty induction programme, faculty development programme which are conducted by SPPU. Experts are invited from the field of education in house planning. Presentation of papers and participation in conferences by the faculty is a regular practice of the collage in this context. During covid-19 pandemic the curriculum was adapts meeting the local challenges of lockdown and online curriculum transaction was strengthened E-content, you tube sessions, zoom, Google-classroom was adopted in revising the mode of curriculum transaction.We take 80 online Zoom sessions as per course. There are midterm reviews, midcourse corrections are done as needed, regular reporting is done by the faculty and feedback taken that serves to monitor implementation of the prepared plans. This enables the institution maintain and enhancing the quality of the curricular transactions and keep it relevant to the needs of the contemporary times.

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

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

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

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

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers**

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

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

## 1.2 Academic Flexibility

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

**Response:** 42

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



2021-22	2020-21	2019-20	2018-19	2017-18
25	24	27	26	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
060	60	60	60	60

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 2.8

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 40.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	86	109	59	38

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

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

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

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

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

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

**Response:** 20.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	43	38	33	29

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

A fundamental or coherent understanding of the field of teacher education: Modelling of effective teaching strategies plays a key role in the way student teachers eventually teach. Expert talks and sessions conducted by alumni and heads of departments provide students with good insight into the field of education in general and challenges in the classroom in particular. The students get to learn from the experiences of various resource persons. Sessions on role of a teacher in changing times, classroom behaviour management help deepen student understanding and the need to emerge with new strategies in teaching learning process is focused.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted. Assessment strategies for different skills across subject areas are also developed through sessions.

The institution ensures that students acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field engagement, field trips, laboratory work, etc. Innovative teaching strategies such as demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further enhance and groom the students in their skills of teaching during internship programme and their professional competence.

Capability to extrapolate from what one has learnt and apply acquired competencies: Learning skills like storytelling, creative teaching aid making, role of a teacher, effective classroom strategies, reflective practices for teachers equip student teachers for their internship. They are encouraged and expected to apply the knowledge from workshop and sessions and implement them into their lesson planning and practice teaching activities.

Students develop unit plans, blueprints for assessments, and conduct the assessments in schools. They are given the opportunity to apply all their knowledge in a real school scenario. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc:

Developing emotional intelligence through guidance and counselling, life skill workshop, value added courses among students. Developing social skills of cooperation and collaboration through the numerous activities conducted every month as students plan, organize and conduct events. Their communication skills are encouraged and developed through the hosting and conducting the celebration of festivals, seminar presentation, team activities. Critical thinking is fostered through scenario-based learning, case study, problem solving, project method. Students engage in communication and negotiation effectively during their internship, community work, project activities, group work.

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<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an**

### **international and comparative perspective.**

#### **Response:**

Our college strives to familiarize students with the diversities in school system of various Boards.

Curriculum committee of our college has arranged lectures of a comparative study of various boards that help students to understand the curriculum, methods of teaching, assessment, grading. This gives a broad overview of all the boards. SCERT visit, Secondary school visit to schools across different boards is an added benefit to the students as they visit the classrooms, labs, infrastructure facilities and the school administration system.

- Functioning of various Boards of School Education

Lectures by faculty of our college provide information about the functioning of the respective boards. Expert sessions wherein alumni from various boards like SSC, CBSE, IGCSE, IB are invited to deliver sessions. In each term of the B.Ed programme, units on school system are well addressed. BED 201- functioning of different board, BED202 – Evaluation pattern in different Boards through the Unit test and blue print and BED203- inclusive practices adopted in different Boards. During campus placements faculty members and principals of different schools orient the students on the functioning of these schools from different boards of education.

- Functional differences among them

Faculty sessions, orientation, school visit, alumni interaction are conducted to familiarize the students about functional differences among different boards of education.

- Assessment systems

Evaluation is the backbone of effective curriculum transaction; a detailed understanding is given in BED 104 Assessment for Learning. Students prepare a detailed evaluation file consisting of year plan, unit plan, blue print, unit test marking scheme, scoring key. The same is tested in schools during Internship and the results are analysed.

- Norms and standards

Schools follow ideology based on the vision and mission. Each school showcases unique standards that makes it different from others. Visits to schools of different boards, Case study of schools, assignment on preparing a report of different school functioning, internship activity on detailing the school procedure, expert sessions on the admission, examination and promotion standards in the school are conducted.

- State-wise variations

Our college is situated in Pune, Maharashtra, schools of the State Board are large in number in comparison to the CBSE, ICSE, CIE, IB. Students are provided with detailed orientation on admission criteria and examination result analysis of different States and different Boards. Our student teachers are oriented on Right to Education by our faculty in their lecture sessions.

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File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

Our college conducts wide range of programmes of curricular experiences that provide opportunities for students to implement what they have learnt. Institution caters to holistic memo development of every student through experimental learning, collaborative learning, evidence based learning.

To train student teachers in importing & evaluating learning experiences and to inspire student teachers to meet the challenges of dynamic diversity society Student, are involved in planning & organizing events for various days like Republic Day, Independence Day, Sports Day, Annual Day. Yoga Day, Environment Day etc. as they have to go ahead and plan such event in their professional lines as teachers and as nation-builders.

To provide supportive skills in dealing with academic & personal problems of learners teachers guide students through the planning of various activities, Human rights Day, co- ordination, planning of work, review, feedback, etc. while during so students develop a deeper understanding of the specific subject matter.

During the pandemic online sessions were conducted. Students are motivated to use various teaching learning tools during their internship and through action research programme. Expert talks are arranged to create on awareness among students teacher about national, community, global issue.

Interaction sessions through various group discussions activities, co-operative learning, debate, internship programe. To develop different skills college arranged self-study, value added courses, expert sessions by alumni, presentations in seminar, field visits, community, outreach programmes etc.

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

## 1.4 Feedback System

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

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

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

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

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

<b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website	
<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 97.2

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

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

**Response:** 75

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	40	31	27	50

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

**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

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

**2.2 Honoring Student Diversity**

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

**Response:**

Ira education Society's College of Education takes continued effort in Holistic development of student teacher.

Assessment of learning levels of admitted students is an integral part of post admission process although admissions are on based on CET which is conducted by Maharashtra CET cell the college carried out separate assessment to understand the larger spectrum of their ability in teaching profession& learning level through entry level test form. this entry level form consists short SWOT analysis of students .

Institute has made the following provision Institute organized induction program for fresher's to identify readiness to undergo professional education program and identify students' knowledge in respective methodology based on assessment in the content test in different methodologies and enrichment programs are offered.

face to face interview with the principal interaction with parents personal information forms are used to identify special abilities ,personal feelings ,interest in teaching hobbies ,qualification etc. the skill of the students are credited and strength weakness opportunity Threads (SWOT) a analysis is done at individual level too. Areas like communication skill computer knowledge and personal development are assessed. provision of selection of the optional subjects in accordance students ability interest and hobbies are also oriented to. series of talent search program in various field that is sports ,dramatics library and arts are organized every year in order to discover the hidden talent and potential of the student teacher.

Once the student teacher is admitted for B. Ed 1st Year program principal appoints mentor to them a mentor is allowed to the group of minimum 10 to 12 students teacher each for overall guidance to student teacher. collaborative and cooperative is encouraged by peer learning group through micro lessons both for Advance Learner and slow learners for mutual understanding is assessing their skills through teamwork.

To enhance language competency Language Processing session for different level of student are offered through the expert session on accents neutralization. During simulated practice or peer teaching each one teach other and learn the component of teacher behavior through an interact to process teacher educated assess their capability for competent pedagogical skill students are sent

various Cooperative schools for internship with prior preparation and orientation on how to conduct themselves tutorials unit test are conducted for better performance of students teacher at the end of the unit.

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Assessment of learning levels of admitted students is an integral part of post admission process although admissions are on based on CET which is conducted by Maharashtra CET cell the college carried out separate assessment to understand the larger spectrum of their ability in teaching profession & learning level through entry level test form. this entry level form consists short SWOT analysis of students .

Institute has made the following provision Institute organized induction program for fresher's to identify readiness to undergo professional education program and identify students' knowledge in respective methodology based on assessment in the content test in different methodologies and enrichment programs are offered.

face to face interview with the principal interaction with parents personal information forms are used to identify special abilities ,personal feelings ,interest in teaching hobbies ,qualification etc. the skill of the students are credited and strength weakness opportunity Threads (SWOT) a analysis is done at individual level too. Areas like communication skill computer knowledge and personal development are assessed. provision of selection of the optional subjects in accordance students ability interest and hobbies are also oriented to. series of talent search program in various field that is sports ,dramatics library and arts are organized every year in order to discover the hidden talent and potential of the student teacher.

Once the student teacher is admitted for B. Ed 1st Year program principal appoints mentor to them a mentor is allowed to the group of minimum 10 to 12 students teacher each for overall guidance to student teacher. collaborative and cooperative is encouraged by peer learning group through micro lessons both for Advance Learner and slow learners for mutual understanding is assessing their skills through teamwork.

To enhance language competency Language Processing session for different level of student are offered through the expert session on accents neutralization. During simulated practice or peer teaching each one teach other and learn the component of teacher behavior through an interact to process teacher educated assess their capability for competent pedagogical skill students are sent

various Cooperative schools for internship with prior preparation and orientation on how to conduct themselves tutorials unit test are conducted for better performance of students teacher at the end of the unit.

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

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

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

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

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

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

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

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

**Response:** 11.76

**2.2.4.1 Number of mentors in the Institution**

Response: 17	
File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

#### Response:

Ira Education society's College of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, blended learning, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning - Demo and Practice sessions for Micro teaching , integrated teaching is organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators. Students are taken for Field Visits to different places like SCERT, so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and improve skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, creating book clubs etc.

Participative Learning-To ensure student cantered learning, the college organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes ,competitions etc. to develop participative learning among all the future teachers.

Problem solving Methodologies: To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Brainstorming: Different individual and group activities like essay writing, poetry writing, and elocutions, writing scripts are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Focused group discussion-Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode - Conducting online classes through Zoom, Google Meet, Use of different tools like Use of Whats App groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like Google forms, testmoz exam software are also taught to the students which can be used by them further.

Blended learning - Faculty taught through Blended learning (online & offline mode of teaching) in class to enhance learning experiences

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Blended learning - Faculty taught through Blended learning (online & offline mode of teaching) in class to enhance learning experiences

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

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

Response: 25

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

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

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

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

Response: 100

#### 2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast,

**virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 200

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

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

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

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

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

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

**Response:**

Our College is college of education 80our Student completed Are completed graduation and tanking tannin about teaching. When we are working in team professional attributes are include in our pupils when we are conducting micro teaching. Integration teaching conducting prefect lessens. Also professional attributes are included through assembly and Co-curricular activities like plantation N.S.S. sports ETC. This B.ED is

pre. Service training for pupil so whenever we are conduction team work in such work we include such attributes through activities and instructions.

As regarding to student is diversity whenever we are providing admission to students at that time as per government rules and regulations and ARA norms admission are provide are proud as per category and marks. Students are form various surroundings take admission as per norms. When we are making micro groups then such groups are as per their methods i.e. School Subject.

When our pupil entreats in the college then his behavior must be un formal framework and he/she must follow our code of condos whenever he/she forms in exchange look in library. Submit his there forms in office discuss about his/her guidance with his/her mentor. Finding solutions belongs to his/her educations problems. etc. surly professional curricular our Academic calendar is ready before start our academic year. Our time table also prepared when our student inter – read with colleagues at that time they are following proper rules which was attributions at and suitable for our course form that inter – reactions such attributes are include in students. Example student’s are calling each other as sir and not with his/her name they note down in proper format.

For balancing work stress our playing music, drawing, painting, cooking, conducting integrated events Each and every students has some interested in specific area so in that tactical area they perform and try to reduces their stress but such activities are preform as formal it is part of this course’s syllabus. This B.ED course prepared for develops every slater of person like cognitive sector, social sector psychological sector, physical sector etc.

Our student means pupil future in teacher taking pre service training in our college. Recent trends in educations must in elevate as per such changes syllabus as per such changes he/she must complete activity in his/her life for example ‘Sawchhata abhiyan’ an comes in educations them we arrange cleanness program in our collage under NSS program as like use arrange essay writing competition, Preparation of teaching arts, Science exhibition.

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

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

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

**Response:**

We are working in college of education. B.Ed. college As per B.Ed. first year curriculum a activity is being conduct i.e. Micro Teaching – In this activity subject selection, unit selection, Teaching aid preparation, preparation of lesson note also preparation for planning of lesson. All these activities require thinking skills, creativity this things learner must be complete under the guidance of group leader teacher.

As per B.Ed. syllabus Integration lesson, Practice Lesson, Internship these all practical's

must require. Creativity and thinking process because student must plan about lesson, which speech should conduct in Introduction, Closure which teaching aid be use and when which assignment will provide for students, Practical completion of first year i.e. 10 to 112 and second year 201 to 212 as well as take part in cultural activities co-curricular activities, sports in this activities our student must be think and take decision regarding this activity. The student must develop their speaking skill, communication skill and contain skill through such activities.

Lecturer must use teaching models i.e. concept attainment model, Enquiry Training model in their teaching they also we various teaching methods like questionnaire method, Demonstration method, Narration method in their teaching such teaching methods and models must teach to B.Ed. student . Student teacher can get knowledge from our professors and use in their daily activities like practice lesson, Internship etc.

Our student teacher also get knowledge about face reading, body language stimulus variation from micro lessons groups and its observations.

B.Ed. course is professional degree course belongs to teaching skill and pedagogy, andragogy knowledge hence such skill and contain knowledge must inculcate among students.

Two students from our college from the year 2021-22

1. Sayad Safiya and 2. Chaudhari Jyotshna

This students are having less marks in internal exam also they are not ready to give speech in first year. They are not taking part in cultural activity and co-curricular activity. They always sitting on back desk. But in second year we found development among them. They got good marks in second year internal exams also they took part in cultural activity one of them work as a leader and taking responsibility about cultural activity i.e. making agenda communicate with participants MOC speech etc. They also use ICT in their second year's practice lesson, They take initiative to conduct any cultural activity.

Principal Explains B.Ed. Programme Outcomes to the student teacher

Thinking, Creativity develop among B.Ed. students teacher

Sr.No	B.Ed. Activity	Impact on student teacher
1	Assembly	Discipline, Importance of day knowledge, presentation
2	Micro Teaching	Stimulus Variation, Change in focus thinking
3	Preparation Teaching Aids	Use of proper material thinking & Innovations
4	Planning for cultural Activity	Determination of self-role
5	Use of ICT in Lesson	Knowledge about equipment and its use.
6	Sports Activity	Physical development as well as thinking process
7	Preparation a lesson note	Creativity, neatness sequence

8	Preparation a Practical	Creativity, thinking, development	
9	Group discussion	Knowledge circulation	
10	Peer Observation	Thinking process, creativity innovation	
11	Leadership as elect	Psychological development	

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11	Leadership as elect	Psychological development	
<b>File Description</b>		<b>Document</b>	
Documentary evidence in support of the claim		<a href="#">View Document</a>	
Any other relevant information		<a href="#">View Document</a>	
Link for additional information		<a href="#">View Document</a>	

## 2.4 Competency and Skill Development

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

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

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

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

##### Response:

College sends student teachers to internship program to catering to different levels.

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

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

##### 1. Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for a period of 16 weeks for second year and 4 weeks for first year from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

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

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

Before internship, orientation to Scholastic Assessment test, study of school records Case, School Study, Action research project are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in Scholastic Assessment record.

Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of

conduct and taking up any assignments given in the schools.

College sends student teachers to internship program to catering to different levels.

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

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Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for a period of 16 weeks for second year and 4 weeks for first year from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

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

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

Before internship, orientation to Scholastic Assessment test, study of school records Case, School Study, Action research project are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in Scholastic Assessment record.

Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

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

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

**Response:** 14.29

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

Response: 7

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

#### 2.4.10 Nature of internee engagement during internship consists of

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

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

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

#### 2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

**Response:**

1 } Preparatory phase and Teaching Phase :

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession.

A pathway is laid during the induction program to induce the teacher role and responsibilities to instill the fundamentals of this career to the society. These initiatives are a deliberate effort to prepare them in to this profession.

**Student Teachers Role :-**

They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled. B.ED Internship programmers in secondary schools integrates hands –on experience with theoretical bases preparing students for a smooth transition to the professional front. The student teachers identifies secondary schools, orient them to apply the oretical, pedagogical & practical knowledge during the internship. They also monitor interim's progress, provide feedback, assist student in finding required assistive technology resources. The student teachers serve as liaison with the secondary school personal.

**Role of peers :-**

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

**1.School phase and Teaching Phase:**

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

Role of school \ master Teachers :-As the Internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The student approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be tough for the month earmarked by the government. The division of lessons in to periods, number of classes to be allotted for specific activities how to give home works that could encourage active participation, conducting unit tests, monitoring the as the content knowledge They render psychological support too.

At times absent student is also brought to the notice of the college principal . After the student have returned from their respective schools, a feedback is obtained regarding the student's teaching and interaction. Marks obtained are sent in sealed covers for analysis.

**Teacher Educators Role :**

Other than academics, principal and teacher educations are at their service in all circumstances.



Role of peers:

Student assigned in the same school give emotional – physical support.

1. Reflective and Improvement phase :

Role of teacher Educators \ Master Teachers :

The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements. Master teachers recommend our candidates for various post vacant in their respective schools.

Role of self :

Every student teacher assesses their own growth from B.Ed. program through a reflective analysis and improve upon themselves through peer assessment process from the peers.

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

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

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

**5.B.Ed Students / School\* Students**

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

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

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

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

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

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

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

**2.5 Teacher Profile and Quality**

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

**Response:** 100

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

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

**Response:** 18.75

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

Response: 3

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

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

**Response:** 8.94

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

Response: 143

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

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

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

**Response:**

At Ira college of Education, faculty are always encouraged and supported toward efforts to keep themselves professionally updated. The teachers attend orientation, refresher, short term courses, faculty development programmes.

The faculty are in different stages of their doctoral studies with some of the faculty having completed their Ph.D. degree and some pursuing their doctoral studies. Our principal is Ph.D. research guides with University of Pune. The teachers also guide the B.Ed. students for their research projects and dissertation works that are part of the curriculum for each programme.

They are part of several educational bodies and committees at the University level such as Board of Studies, exam paper setting, examiners, moderators etc. The teachers participate in international and national seminars and workshops related to issues and trends in education such as NEP 2020 Perspective, International conference on Sustainable Practices in Higher Education, Innovative Practices in Higher Education.

The teachers are resource persons, speakers for various sessions. The teachers have conducted various research projects and publications.

They have presented papers in state level and international conferences. The teachers have numerous publications in peer reviewed national journals, books on a variety of topics. They organise and contribute towards helping the community through various outreach programmes.

Teachers keep themselves professionally updated through attending online courses such as Coursera as well as other short-term courses and sessions. During the pandemic in order to provide effective learning experiences all the faculty participated in online courses to familiarize themselves with digital tools and resources such as google classroom, google meet, zoom meet, google forms, google sheets and other e-resources. The Management provided opportunities to upgrade skills through Certified Coursera courses, teachers completed several courses. Teachers also conduct faculty enrichment session through which they share their knowledge on relevant topics such as digital resources, teaching practices, research methodologies etc with their colleagues and stay updated in a collaborative manner. Teachers undertake research projects funded by non-government agencies. Publications in the form of books and research articles are done. One of the teacher also got doctoral fellowship. Teachers are encouraged to complete their eligibility tests. Felicitating teachers for their achievements is done by the institution as well as the Management. Teachers are provided with seed money for Research/ PhD. As a part of appraisals teachers are provided with educational books. Organisational support is provided in terms of library resources, computer lab facilities, photocopying, LMS, Swayam etc. Teachers are encouraged to file patents and financial support for the same is provided by the Institution. Faculty enrichment programmes towards wellness, yoga, use of technology are conducted for their welfare.

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<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

**Response:**

Ira education society's College of Education run through well placed mechanism for continuous and comprehensive evaluation of student throughout the academic year. Students are evaluated in various ways in college. Students are evaluated based on three aspects namely knowledge skills and thoughts .In the Knowledge aspect, students are taught micro teaching bridge lessons and simulation & Innovative lessons in which students are trained in small chunks of teaching skill .Under the skill section, students are given the opportunity to go to school and take practice lessons. Consider the students in this section. There is an opportunity to actually go to schools and take lessons as well as this opportunity is given in the form of internships. Course wise assignments allotted to students for internal assessment which is based on theory and real life experiences. All these activity done by the students under the aspect of knowledge, skills and thought. All activity is evaluated through the teachers and the evaluation is much unbiased and very transparent which is based on students' performance as well as their efforts. Evaluation criteria for prepared by authority of Savitribai Phule Pune University Pune.

**Skill**

Thoughts Knowledge

Evaluation process of student is starting by conducting various internal assessment which display on the notice board time to time. Internal marks of all the activity display on the notice board. Performance of student is monitored by the principle and the necessary

Micro teaching &  
Innovative lessons

Practice lessons &  
Internship in school

Course wise  
Assignments

feedback is given to the concern faculty member and the student remedial classes are conducted for the struggling learners to update their subject knowledge and help them to catch up with their skills. During the pandemic period our college purchase online evaluation software which is Testmoz which is help to assessment and maintaining the related record of examination. Evaluation system is diverse and uses different type of assessment tool and technique to check the practical aspects in all courses.

Multiple choice question, Unit test and Preliminary exam are conducted after completion of syllabus which helps them to be well prepaid for final exam which is conducted by SPPU, Pune. Equal weightage for theory and practical's are validated. A CEO is appointed from college by SPPU , Pune for all examinations conducted for internal evaluation in the college as well as for the annual examination of Savitribai Phule Pune University. for all internal and external examinations are conducted smoothly.

Ira education Society's college of education is always vigilant for unbiased and transparent evaluation student teacher.

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

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

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

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

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

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

**Response:**

At the institute level, a committee is setup to solve the problems faced by the students in the university examination. Examination Grievance Redressal Committee is student centric and works to solve all the problems of students associated with exam related affairs. The committee comprises of five members, which monitors the smooth conduct of examination. The committee consists of the chairperson (Principal), and at least one senior faculty member.

The grievances of students regarding the assessment and evaluation process are

resolved in steps, first at the institute level and then at University level depending upon the nature and intensity of the grievances. The Controller of examination in consultation with Principal resolves it and fixes the responsibility. In case of evaluation, students are allowed to ask for photocopies of answer sheets on the fixed payment prescribed by affiliating University. The students are also allowed to ask for revaluation of answer sheets within stipulated period after the declaration of result.

There are many grievances related to examination form filling at University Online Form Filling Portal. All these issues are resolved with communications with University authorities via mail provided by University. The grievances of malpractices from students at the examination hall are forwarded to higher authorities for further actions. The grievances and queries related to the college faculties are resolved at department level. The issues related to the examination and results are resolved in time.

In case of university examination discrepancies if any in the question paper, from the university the examination committee of the college coordinates between the students and the university to rectify the same within the duration of the examination so that the students are not put to loss.

The examination committee also coordinates in case of any discrepancy in the hall ticket issued by the university. Any discrepancy before or after the examination is looked into by the examination committee and gets it resolved from the university.

The department display internal evaluation scores on the notice board. The students having grievances submit a prescribed format duly filled in and submit the same to the office within the prescribed date. The faculties also resolve some of the minor cases when students come to the respective faculties with the grievances regarding evaluation. The faculties have

to show evaluated internal examination answer papers to the students in order to make the examination and the evaluation system transparent.

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File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

Before the commencement of the academic year, the college prepares and publishes Academic Calendar containing the relevant information regarding the teaching learning schedule (working Days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared for teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and multiple choice question (MCQ) and preliminary examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Internal Evaluation committee is formed at the college level which monitor overall internal assessment process. Savitribai Phule Pune University appointed college examine officer (CEO) for smoothly functioning of internal and final examination . After completion of internal assessment Savitribai Phule Pune University moderate all internal assessment record of all students and finalized internal marks of student teachers. In this moderation process every department has to submit the compliance of the academic calendar as part of their annual submissions.

Every teacher is allotting the subjects to teach during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation is planned in consultation with the head of the department.

The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level. Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, curricular activities, Annual Day, Sports day, etc.

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<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

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

**Response:**

Our collage is belong to teacher training and affiliated to SPPU. Hence SPPU already fixed a PLO and CLO regarding our B.ED course our institute celebrate try to complete these all programed course outcome.

We attach a table regarding to collages activities and outcomes regarding these activities. Our B.ED course designed by Department of education SPPU and at that time of constriction of these course every outcomes are being considered.

Generally our programme outcomes re related to integrate learner's subject knowledge. To promote capabilities for uncalculating National values. To promote social cohesion international understanding and protection of human rights and rights of the child. To understand develop and apply various evaluation procedureds in education. To be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, Yoga education etc. To uncalculated rational thinking and scientific temper among the students. To develop the habit of reflective teaching among the student teachers.

Our course outcomes are to become aware regarding the Indi dual differences among learners. Understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage. Identify the educational needs of diverse learners.

As per such programme outcomes and course outcomes our B.Ed. course activities were designed i.e. Micro teaching, Integration lesson, practice lesson, Assembly, daily descry writing, preparation ICT Book, Practice lessons, preparation lesson notes, Preparation course practical's. Internship sports, Co-Curricular activities, Cultural programmes, trip, camp activities, sight visit etc.

Following table showing a relationship between CLO, PLO and B.Ed. course activities perform in our college.

<b>B.Ed course activities conducted</b>	<b>Programme learning outcome (PLO)</b>	<b>Course Learning Outcomes</b>
1. Micro Teaching	To aware about teaching skill & subskill among student teacher	In calculate skill and subskill rational behind skill among s teacher.
2. Practice lesson	To provide knowledge about teacher's work as well as responsibility	Student teacher get experienc teacher's work and responsib
3. Internship	Provide knowledge about school environment	Student teacher get experienc about its surrounding and env
4. Sports	To develop physical aspect with sports activity	Student teacher take part in s for his/her physical developm
5. Geographical trip	To provide knowledge about event management	Student teachers learn event through nonformed education
6. Social Service work (SSW)	To provide knowledge about social work and its impact on society	Student teacher get experienc social work and

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We attach a table regarding to collages activities and outcomes regarding these activities. Our B.ED course designed by Department of education SPPU and at that time of constriction of these course every outcomes are being considered.

Generally our programme outcomes re related to integrate learner's subject knowledge. To promote capabilities for uncalculating National values. To promote social cohesion international understanding and protection of human rights and rights of the child. To understand develop and apply various evaluation procedures in education. To be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, Yoga education etc. To uncalculated rational thinking and scientific temper among the students. To develop the habit of reflective teaching among the student teachers.

Our course outcomes are to become aware regarding the Indi dual differences among learners. Understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage. Identify the educational needs of diverse learners.

As per such programme outcomes and course outcomes our B.Ed. course activities were designed i.e. Micro teaching, Integration lesson, practice lesson, Assembly, daily descry writing, preparation ICT Book, Practice lessons, preparation lesson notes, Preparation course practical's. Internship sports, Co-Curricular activities, Cultural programmes, trip, camp activities, sight visit etc.

Following table showing a relationship between CLO, PLO and B.Ed. course activities perform in our college.

<b>B.Ed course activities conducted</b>	<b>Programme learning outcome (PLO)</b>	<b>Course Learning Outcomes</b>
1. Micro Teaching	To aware about teaching skill & subskill among student teacher	In calculate skill and subskill rational behind skill am teacher.
2. Practice lesson	To provide knowledge about teacher's work as well as responsibility	Student teacher get exper teacher's work and responsib
3. Internship	Provide knowledge about school environment	Student teacher get experien about its surrounding and env
4. Sports	To develop physical aspect with sports activity	Student teacher take part in for his/her physical developn
5. Geographical trip	To provide knowledge about event management	Student teachers learn event through nonformed education
6. Social Service work (SSW)	To provide knowledge about social work and its impact on society	Student teacher get exper social work and

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

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

**Response:** 97.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	94	96	81	79

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

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

**Response:**

In terms of the specifics of practice teaching in classrooms, a student teacher typically conducts two to four lessons each day on the composite method subject they chose. The supervisor observation book, also known as the supervision book, is where the teacher educators or related subject teachers write their observations of these. In terms of feedback and monitoring systems, the institution's head often visits different practice teaching facilities to speak with the headmaster, teacher educators, school teachers and student teachers about the status of this assignment. Additionally, he interacts with the headmaster, the school teachers, and teacher educators as his colleagues to discuss progress and issues student teachers are having in leading and managing classes. Through these interactions, he receives

feedback about the student teachers' performance in the classroom. After completing this practice teaching in schools, a feedback session is held in the institution in front of the principal and the teacher educators as faculty members to discuss the student-teachers' experiences in the schools and to offer some suggestions for future enhancements in their teaching abilities.

The institution has a system in place to cater to the students who come from all around the country. The development, review, and effective delivery of the curriculum have been provided the necessary attention. The mechanism for evaluating student performance at each step of the programme is flawlessly established.

**Class Tests:** The results of these assessments are used to assess the performance of students at different levels on a regular basis. The Institute used a two-tiered evaluation system which included scores for the final test and internal evaluation. For the evaluation pattern of marks for internal evaluation and marks for the final examination, which was prescribed by Savitribai Phule, Pune University, Pune.

**Process:**

To inform faculty and students of the programme outcome and programme specific outcomes, they are displayed in prominent places throughout the institute's premises and are also available online. Each classroom is allotted a different board where the course outcomes are displayed to facilitate the students' quick access in order to inform them of the different course outcomes.

The programme outcomes and program-specific outcomes are beneficial for developing the teaching and learning framework.

The course outcomes assist in a clear understanding of the expectations for the course and also enhance the learning process. The course outcomes also give a clear sense of the course's potential for employability, skill development, and entrepreneurship. The findings additionally assist in understanding a variety of intersecting issues relating to gender, the environment, values, and professional ethics.

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

#### 2.7.4 Performance of outgoing students in internal assessment

Response: 50

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

Response: 50

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

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

#### **Response:**

I . Initial - An initial effort is taken to assess the developmental stages of pre-service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. To assess the student teachers commitment towards self and society while they interact during ice braking sessions. This performance would give insights in to their attitudinal dispositions, which are attended to and formed during the formative phase. Their energy levels are observed. Candidates from our college are made aware of professionalism.

Their inclination towards the type of schools for employment, their international ( past habitual personal and professional experience ) for CWSN, transgender, are elicited through debate and this assessment at the initial phase helps in projective appraisal ( orientation to the future ) There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at state and National level. Their talents assessed and motivated to lead peers and others towards a joyful blended learning.

#### II During :-

Literature on Teacher education has multitudinous theories regarding the development stags or pre- service teacher. From academies to practical, specific assessment strategies are applied through the continuous internals project based learning. They are not only deconstructed and reconstructed. But the in-service teachers are placed as observers to understand core practices imitators, practitioners, before they articulate and absorb the styles or teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are apprehensions to a balanced approach to words encountering. Instructional strategies in physical classrooms are understand hardship or class management. This stage is not stand-alone stage but they are assessed as to hoe they learn new techniques, complied with hands-on experiences.

#### III Past :-

Student teachers complete task oriented activities. After the internal assessment and semester end achievements, they rich a stage to prove their worthiness through preparing instructional design, demonstration or knowledge beyond current trends in pedagogical practices, exhibition or culture competence complexities or teaching to stakeholders and suggest policy revision and show a genuine accountability to wards self, society and nation by the end or the B.ED program. The student teachers finally translate the skills in to actual the assessment data in their future and make trustworthy decisions leading to support and future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an entrepreneurs as well as responsible teachers.

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<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

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

**Response: 3.71**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

**Response:** 1.6

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

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

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
.26	NA	.20	.20	.20

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

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

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

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

### 3.2 Research Publications

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

**Response:** 0.44

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

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

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

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 5.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	6	5	3

<b>File Description</b>	<b>Document</b>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 87.95**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
172	172	170	170	155

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

**3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years****Response:** 91.3**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
183	188	187	169	144

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

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

#### **Response:**

#### **NSS:**

College is affiliated to SPPU, Pune and our NSS activities are controlled by the NSS coordinator of the University. In our college, we have one unit of NSS headed by a Program. The NSS adopts one village every year and involves the local community in various activities.

College organizes outreach activities in the community with active participation of students in various fields viz.

#### **Awareness Programmes and rallies:**

Students conducted awareness programmes for public health problems for environment conservation, female health care, etc.

The college organizes rallies especially nearby slums to make the public aware about the issues of social importance. The students were involved in the programmes like Prabhaat Feri' on "Swachh Bharat Abhiyan" organized by college on the Birth Anniversary of Mahatma Gandhi Jayanti, fort cleaning camp as awareness program .

#### **Street Play, Debate and other activities:**

By street play students tried to make today's generation aware about violations and rights of human beings, etc. Students played street play for the encouraged youths. To show Vigilance & Awareness against corruption student used to perform street play in various colleges. Street play on Anhashraddha Nirmulan is a creative and effective method of conveying the message of rationalism and greater awareness regarding superstitions to the public.

#### **Survey on social issues:**

For wider change in society, it is important to take the opinion of the public on matters of social issues. In this direction, students used to conduct survey to study the tobacco consumption behaviour.

#### **Clean and Green Initiatives and Experiential learning programmes.**

The college gives exposure through various in-house Green Environmental Initiatives programmes including Plastic Free Environment, Swachh Bharat programme. Reducing the usage of paper, initiatives such as rainwater harvesting help the students to understand environmental values.

#### **Vaccination Drive:**

Outreach activities such as vaccine drives are vital components of preventive healthcare. By providing individuals with convenient access to safe and effective vaccines, these activities help to reduce the

occurrence of potentially devastating diseases in a community. **International Yoga Day:**

The celebration of this day has been designed to raise awareness of the many physical, mental, and spiritual benefits yoga provides.

<b>Outreach activities...</b>	<b>Impact</b>
<b>NSS</b>	Programme such as Gramswachhata, NEP2020, Guidance for Competitive exam, etc for motivate and inspires students for achieving their goals in the life.
<b>Awareness Programmes and rallies</b>	Programme such as Swachh Bharat Abhiyan, motivate and inspires students for achieving their goals in the life.
<b>Street Play, Debate and other activities</b>	Street play and debate competition on topics such as, 'Awareness against Corruption' Andhshraddha Nirmulan
<b>Survey on social issues</b>	Through survey carried by students they addresses the importance of Education and guide the society
<b>Clean and Green Initiatives</b>	Initiatives are carried for sustaining growth of environment by some measures such as rain water harvesting, plastic free environment, Cultivation of plants etc.
<b>Vaccination Drive</b>	Addressing to society in order to be get vaccinated so that they and their family members get shielded with various diseases and infection.
<b>International Yoga Day</b>	For healthy and peaceful life Yoga plays important role.

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<b>International Yoga Day</b>	For healthy and peaceful life Yoga plays important role.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

Response: 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.4 Collaboration and Linkages

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	5	3

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

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

**Response:** 4

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

Response: 4

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

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The Institution has sufficient infrastructure and has well- built mechanism for the proper utilization of physical facilities for teaching and learning. The campus provides an excellent infrastructure for smooth conduct of classes. The institution has, Principal Cabin (1), Administrative office (1), Accounts Office Photocopy and Printing center ,(1)Seminar hall (1) Classrooms (9) Laboratories (1), Staff – rooms (1) Library (1)QAC Room (1),), Computer Lab (1) Girls Common Room (1), Boys Common room (1), Girls toilet (2), Boys toilet (2), Aquaguard Drinking water on ground floor , The details of available infrastructure are as follows: Classrooms Facilities: The institution has 9 spacious, well-ventilated classrooms available with all facilities. All rooms have adequate seating capacity and are well equipped to meet the conventional teaching tools and furnished comfortably Class Room with ICT facility: There are 9 classrooms with LCD facility. 01 seminar hall and one computer laboratories also have ICT facility. Classrooms having Wi-Fi facilities helped in effective teaching-learning process

Computer facilities: College has 1 computer laboratory with well-configured computers and internet facility [Both LAN and Wi-fi facilities are available]. Separate software's are available both at office and library for the smooth functioning of administration.

Library: Works under the supervision of librarian Digital Library with 2 computers with internet facility N-List facility News- papers, journals, magazines and periodicals reading room for students and staff members Common reading room for all the students

CCTVs: Floor wise CCTV cameras.

Sports equipment: The annual Sports Day is conducted. The preliminary practice and mock rounds are done in the college campus. Sports equipment such as ball – throw ball, cricket ball, cricket equipment, carom board, chess board are available in the college campus. The multipurpose ground gives opportunity for students for indoor and outdoor.

The Institution has sufficient infrastructure and has well- built mechanism for the proper utilization of



physical facilities for teaching and learning. The campus provides an excellent infrastructure for smooth conduct of classes. The institution has, Principal Cabin (1), Administrative office (1), Accounts Office Photocopy and Printing center ,(1)Seminar hall (1) Classrooms (9) Laboratories (1), Staff – rooms (1) Library (1)QAC Room (1),), Computer Lab (1) Girls Common Room (1), Boys Common room (1), Girls toilet (2), Boys toilet (2), Aquaguard Drinking water on ground floor , The details of available infrastructure are as follows: Classrooms Facilities: The institution has 9 spacious, well-ventilated classrooms available with all facilities. All rooms have adequate seating capacity and are well equipped to meet the conventional teaching tools and furnished comfortably Class Room with ICT facility: There are 9 classrooms with LCD facility. 01 seminar hall and one computer laboratories also have ICT facility. Classrooms having Wi-Fi facilities helped in effective teaching-learning process

Computer facilities: College has 1 computer laboratory with well-configured computers and internet facility [Both LAN and Wi-fi facilities are available]. Separate software's are available both at office and library for the smooth functioning of administration.

Library: Works under the supervision of librarian Digital Library with 2 computers with internet facility N-List facility News- papers, journals, magazines and periodicals reading room for students and staff members Common reading room for all the students

CCTVs: Floor wise CCTV cameras.

Sports equipment: The annual Sports Day is conducted. The preliminary practice and mock rounds are done in the college campus. Sports equipment such as ball – throw ball, cricket ball, cricket equipment, carom board, chess board are available in the college campus. The multipurpose ground gives opportunity for students for indoor and outdoor.

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

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

**Response:** 20

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

Response: 1

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

Response: 5

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

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

Response: 5.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.64	2.11	1.85	1.79	1.90

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

**4.2 Library as a Learning Resource****4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

Response:

Institution has adopted automation of Liabrary using Intergiated Library Management system (ILMS)

Our institution adopted automation of Library by using VRUDHI Of Library by using VRUDHI SOFTWARE from academic year 2022-23

By using this VRUDHI SOFTWARE Library automation was done by doing the all library works through this software

Library book accession was done by using this accession was done by using this automation

By using vrudhi software following library work automatically

- Book title entry was done
- Periodical Title entry
- Periodical Accession
- Book circulation
- Book issue register of students
- Book issue register of teachers & staff
- Subject wise list of books
- List subscribed periodicals
- Apply fine and penalties
- Book Reports
- Title/ pages wise list
- Year wise purchase report
- News Paper entry
- Library Attendance register.
- Library Attendance register ( Employer)
- Material Due Register (classwise)

All above work was done with this vrudhi software and with this all library work was done automated.

Bar code facility was also used with this software.

Purchase order was done with this software also

Library budget was done by using this software

Membership register also prepared by using vrudhi software

Book bank facility also given to students

Thesis projects Reports, project of students also available in library Reading room facility is also available in Library

Online search of e-journal material facility is also available in Library. This facility is also available in Library. This facility is available for students and staff also.

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in Library

Online search of e-journal ematerial facility in abo available in Liabrary. This facility in who available in Liabrary.This facility is available for students and staff also.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

The collage library is a window to the students and teachers of latest information in teacher education. Being an integral part of library provides information services to support the teaching, learning and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of de library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software. It's specialized inbuilt and add on tools such as Agent, Athenaeum MARC Vriddhi and online journals.

Import bibliographic data and access electronic attachment. The librarian can acquire books, catalogue, circulate and loan, and manage book inventory,

The College library subscribes to the UGC's INFLIB Net and NLIST e-Resources so that remote access is possible. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on bow to link to the library resources remotely during the library induction programme. INFLIB Net e-Resources are the software that predominantly facilitates access to the library remotely. However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Students are thus able to access affiliate libraries,

Recently, the College has made available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library service.

In addition to that, the Library has a limited subscription to Shree and INT Scholarly Research Journal

publications by which recently published journals can be accessed for a short window of time.

Students and faculty are continuously involved in the process of identifying e-Books. The e-Books thus submitted are vetted by the Librarian before uploading into the ILMS.

The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

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File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

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

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

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

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

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

**Response:** 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.06386	.10642	0.09734	0.05959	0.05821

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4.71

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

Response: 215

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

Response: 205

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

Response: 198

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

Response: 189

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

Response: 210



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

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

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

**Response:**

The institution is equipped with ICT, internet and Wi-Fi enabled campus. There are 01 LCD projectors, 1 OHP 1 digital camera and 35 computers. Among them 5 computers are for office use. The office is furnished with high configured systems, connected with internet and Wi-Fi. Computer systems are upgraded as per the requirements of the college.

Library: There are 30 computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection. Computer cum Language Lab has a server and systems with LAN and internet connection. Language lab has headphones, internet supported. Educational Technology (ET) Lab: It is equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop, and other audio-visual

equipment.

Classrooms have LCD projector with screen and audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled classrooms support and scaffold student learning. Students are encouraged to watch videos related to teaching methodologies done by their respective teachers. NCERT, SCERT and university based school lessons, open educational resources, motivational videos are also observed by students for further reference.

**Accessibility:** The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Staffrooms of B.Ed, office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

**Software:** The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader and Vruddhi During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. The examination cell is equipped with examination software (Testmoz software) which is updated from time to time.

The installation of e-learning tools, allows better interactive learning. College possesses 37 desktop computers and servers that cater to all the academic and administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet is facilitated through LAN and wireless connections which is controlled by a Hardware firewall.

**IT Service Management:** Maintaining computer hardware and troubleshooting software's. LAN connectivity and Wi-Fi connectivity with 100 mbps speed. The service management and delivery is carried out by the service providers **Gazon Communication** Pvt ltd. with annual maintenance in coordination with the IT Administrator. College website is maintained and upgraded by Prashant Deshmukh

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

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 7.14

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>4.3.3 Internet bandwidth available in the institution</b>	
Response: 200	
<b>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</b>	
Response: 200	
File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development are available in the institution such as</b>	
<ol style="list-style-type: none"> <li>1. Studio / Live studio</li> <li>2. Content distribution system</li> <li>3. Lecture Capturing System (LCS)</li> <li>4. Teleprompter</li> <li>5. Editing and graphic unit</li> </ol>	
Response: E. None of the above	
File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus and Infrastructure

<b>4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support</b>
--

**facilities during the last five years (INR in Lakhs)****Response:** 4.04**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.43	0.72	2.55	1.76	1.85

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

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

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Pollution control plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus. The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipment's and website, computers through Annual Maintenance Contract (AMC). Request for approval of maintenance / service is made before the Budget Cost Committee (BCC).

Library :The library is stacked with sufficient number of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent book worms. Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities. After becoming member, two library members borrowed

book(s) up to 21 days' time, and faculty members can use the books up to a semester. The book(s) can be renewed if there is no reservation for the particular book. Late return of the book will earn fine of Rupee one per day. Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without Id card. The borrower is solely responsible for the book(s) borrowed against their membership.

News about conferences / seminars and workshops are sent to various groups through online. Staff / students can use library for their academic and research purposes.

Book purchase procedure Librarian will call for books and journals requirement and book selection is done by the faculty and students of library committee. The Computer lab maintenance is done by MG technology services. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution. Network or system problem are dealt by MG technology. Website updating and time to time maintenance is done by Prashant Deshmukh ,Shirwal. Regular maintenance of computers and Internet are done by AMC. Outsourcing is done for maintenance.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

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

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

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

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

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



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

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

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

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

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

**5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)**

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

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

## 5.2 Student Progression

<b>5.2.1 Percentage of placement of students as teachers/teacher educators</b>				
<b>Response:</b> 4.67				
<b>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
6	5	00	5	5
<b>File Description</b>	<b>Document</b>			
Upload any additional information	<a href="#">View Document</a>			
Data as per Data Template	<a href="#">View Document</a>			
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>			
Annual reports of Placement Cell for five years	<a href="#">View Document</a>			
Annual reports of Placement Cell for five years	<a href="#">View Document</a>			
Paste link for additional information	<a href="#">View Document</a>			
<b>5.2.2 Percentage of student progression to higher education during the last completed academic year</b>				
<b>Response:</b> 8				
<b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>				
<b>Response:</b> 8				

<b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>	
<b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>	
<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b>				
<b>Response: 1.56</b>				
<b>5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	01	02
<b>File Description</b>	<b>Document</b>			
Upload any additional information	<a href="#">View Document</a>			
Data as per Data Template	<a href="#">View Document</a>			
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>			
Paste link for additional information	<a href="#">View Document</a>			

### 5.3 Student Participation and Activities

<b>5.3.1 Student council is active and plays a proactive role in the institutional functioning</b>
<b>Response:</b>
The college duly elects a Student Council which is formed in a democratic manner and executes its work in

a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities .

Composition of Students Council: It comprises of

a) President

Self Study Report of COLLEGE OF EDUCATION ARVI.

b) Secretary

Election of President and Secretary: - The President and the Secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections

Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 75% attendance in the last academic session attended

C: Good conduct in the college as per college records

D: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members :-

A) The first year students shall be eligible to get nominations.

B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The

Members of Student Council are part of various committees like Library, Anti ragging, Sports and Cultural Committee.

Functions of the Council: -

I. Student Council President

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student Council.

## II. Student Council Secretary

A. Represent the student council at all college events as requested by the president.

B. Coordinate the work of committees

Self Study Report of COLLEGE OF EDUCATION ARVI.

C. Preside over Student Council meetings in the absence of the president.

## III. The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve for their assigned Cell.

D. Volunteer as needed

Role of Students' Council is evident through

Cultural programs and sports events : Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities .

Women Empowerment: The Members organize various programs (International Women's day) for empowerment of women.

Alumni Meet: Members are also a part of COE Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare : Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.COLLEGE OF EDUCATION, Arvi

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

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

**Response:** 3.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	2	4	2

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

## 5.4 Alumni Engagement

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

**Response:**

Alumni Association of this college was established in the year 2019



Alumni are an essential aspect of any educational institution. They are the graduates who carry the values, experience, skills, and knowledge acquired during their studies at the institution. Their contribution towards the development of their alma mater is highly indispensable. Through their involvement, they enhance the institution's reputation, create a sense of school spirit, offer financial support, and provide mentorship to current students.

Alumni are responsible for promoting the institution's reputation. The institution's success depends on its graduates' achievements, and as such, alumni act as ambassadors. They help to spread the word about the institution and its offerings, which can attract students, faculty, and investors. In addition, alumni networks allow for the sharing of knowledge and resources that can enrich the institution's academic and research programs.

Alumni involvement creates a sense of school spirit. Participating in alumni events, keeping in touch with former classmates, and supporting extracurricular activities foster a sense of community, loyalty, and pride. College spirit encourages current and former students to come together to support a common cause, which translates into greater engagement, participation, and support for the institution.

Alumni financial support is critical for the institution. They provide scholarships, sponsorships, and donations that can help the institution maintain its facilities, expand academic and research programs, and support students who may not afford the tuition fees. Financial contribution from alumni ensures the institution keeps pace with the ever-changing education world, stay competitive, and fulfil its mission and vision.

Alumni provide valuable mentorship and guidance to current students. Alumni have gone through the same journey that current students are going through, and they can offer insight, advice, and support to make the journey smoother. Alumni mentorship can help provide career advice, established industry connections, and internship and employment opportunities.

Alumni have significant contributions that are essential for the development of an institution. Their involvement fosters a sense of community, support, and pride, which translates into opportunities that are more significant for current and future students. It is, therefore, necessary to encourage alumni involvement in the institution's activities and provide a platform where alumni can show their support, share feedback and contribute to institutional growth.

Alumni group contributed significantly through various activities during the last five years:

- Motivating new students
- Organizing various activities
- They support in online teaching and learning
- They support in placements
- They support in internship programmes
- Some of our alumni are associated with NGOs to counsel and help underprivileged kids
- Alumni are active members of IQAC and CDC
- Time to time they deliver guest lectures
- Raising funds for various activities
- Planning for college development

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File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support**

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

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 10

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
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Paste link for additional information	<a href="#">View Document</a>

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

##### **Response:**

Our Alumni Association was register on year 2019 with register number- Maha./1532/2019/Pune. It is a matter of pride that Ira Education Society's College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the college. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings twice in year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The college has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, Curriculum Development Committee etc. The college gives high regard to the suggestions of alumni and utilizes the services for the development of the college in all the possible ways. An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc. The college conducts meetings with its Alumni Group on a continuous basis. At least 1-2 meetings are organized by alumni groups every year, for this purpose we arrange a room to the alumni where they can discuss and exchange their views in healthy environment. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the college.

Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and recruitment for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like What's app . In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field.

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File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

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

**Response:**

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

**Vision:**

To generating value-based transactions and empower students teacher to deal with professional and global issues through techno savvy age.

**Mission:**

We foster our Student's love for learning, encourage them to try new and exciting things, and give them a soiled foundation to build on.

The wilt to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.

To develop the skill and competencies necessary to play the multifaceted sole of the teacher in millennium.

#### Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by Ira education Society's College of Education Arvi , has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization .The governing body delegate authority to Principal and HOD who, in turn share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations. And in order to accomplish our endeavors our Governing body strictly follows the below:

Appoints teachers with all the rules and regulations of the NCTE and University.

Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.

Makes sure that the student intake is as per the NCTE rules and regulations.

Follows reservation policy as decided by State University.

College with a multi-story, environmentally friendly spacious campus and state-of-the-art facilities, offers a range of short-term and long-term courses to meet the student requirements.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment.

The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required.

The College Management also keeps participating in industry events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest industry standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids.

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

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File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

#### Response:

The College Development Committee (CDC) is the apex body of the institution that plans and Self Study Report of COLLEGE OF EDUCATION, Executes the development activities. CDC of the institute was set up in 2016. CDC of CEO Arvi is a very effective body which serves as a link between the college, students and administration.

Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.

CEO Arvi has been decentralized with the help of 18 different cells to look after different types of activities in an efficient way. College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.

In order to provide latest and best-in-class courses for academic and non-academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members. IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers.

Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Ira Education Society's to Advisory Board to College Development

Committee to Principal to IQAC then college work is divided into academic and administrative work.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities. These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

Case Study:-

The college has a library cell which looks after the functioning of library. Every year regular meeting of library cell is held.

In the meeting, library cell decides the budget for purchase of books, journals and allied items for each program.

Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian.

Self Study Report COLLEGE OF EDUCATION, ARVI.

The comparative chart and the proposal for purchase is submitted to the principal. The Principal forwards this to management for approval. After approval from the management the purchase or subscription is done by the librarian. Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section. Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. Then the bills are processed for payment with the accession number entered against each item. Acquisition section certifies the above procedure before forwarding the bills to the account section. With the permission of principal, the account section makes the payment to dealers

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

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

#### Response:

Transparency is vividly depicted through the minutes of all the meetings, of planning and implementation. UGC, State, University representatives are part of the Governing body, Academic council, Board of studies other than the selected members. Budget is presented to Finance Committee with university representative, Society and Governing Body for approval. Admission procedures, finance management, staff approval, examination reforms are all as per the norms with approval. Appointments of faculty as per the NCTE norms & procedures and the finalized list is submitted to the parent university for perusal. Settlement of Grants, utilization certificates, clearance certificates, scholarships linked with epass, audits are all done. Maintain credibility and accountability whether online or offline pattern of examinations. Academic freedom is disseminated to the faculty at all phases. Beginning with orientation, planning of almanac, orientation, classroom dynamics, usage of infrastructure and periodically reported at the staff meetings through oral presentations or monitored through regular staff diaries for maintaining quality.

Extension services and MoU's with NGO's, special school and other organizations working towards the improvement of teacher competencies, teacher capacity development, entrepreneurial resources, technological advancements, are well maintained and transparency in the quality of the certificate courses introduced to augment the curriculum of this college.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

Teachers teach as they were taught', and this is the driving force of the participative experiential learning process of Ira College Education, Arvi, Pune aims to provide to its student teachers. By modeling creative, collaborative and effective teaching methods, Ira College Education, Arvi, Pune aims to cultivate a crop of new teachers each year that have had the first-hand experience which they can then translate into their classrooms to provide quality education wherever they go. From the strategic plan, Enhance Teaching Learning has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times.

Teachers were to upgrade their skills and this can be evidenced from several faculty development programs. Apart from this the teachers created Add on/Value added courses for the students to enhance their teaching skills. Ira College of Education, Arvi, Pune also launched its own LMS providing professional development opportunities to students of the college. Teachers adopted the use of an effective online classroom management platform to upload notes, assignments, quizzes, and manage other learning logistics and material for the students. Apart from this, teaching learning includes collaborative methods both online and offline.

All papers have incorporated creative and effective teaching learning methods to provide the model teaching learning experiences which students can emulate in their own careers as teachers. While clearly distinguishing principles of pedagogy, teachers expose students to a range of teaching methods like Case studies, seminars, presentations are used. Blended learning has become a default since the pandemic and students have been exposed to this and seen its effectiveness on a first-hand basis.

Teachers encourage collaborative and constructive learning by using think-pair-share, group discussion activities in the teaching learning process to ensure that students are active participants in the teaching learning process rather than just passive listeners. Teachers use various online tools for teaching and students are encouraged to do the same. This is also incorporated into their course work as presentations,

assignments as classroom activities, videos etc. Critical thinking is encouraged by book and novel review assignments.

Developing the broad range of skills required as a teacher is an ongoing process at Ira College of Education, Arvi. These include everything from creating effective teaching aids, to master various new techniques of teaching, developing communication as well as classroom management skills. Workshops are also conducted on 'critical assessment of art and self-development- an exploratory study 'to expose student teachers to life skills that they can practice in their life and eventually master.

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File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### **Response:**

#### Managerial Governance

The Ira education society's college of education is situated in rural area and is affiliated to the Savitribai Phule Pune University. The long-term plans of the institution are spear headed by Dr. Prasanna Deshmukh-Chairman, Mrs. Amruta Paygude-Secretary and Management Board. The Management through their dynamic leadership, vision, and inspiration play a vital role in steering the institution towards excellence in the field of education.

The Principal is the head of the institution and in consultation with the Management plans, guides the transactions of the institution. The Principal in coordination with the staff and various committees ensures the smooth functioning of the institution in alignment with University rules, the vision, mission, objectives and values of the institution.

#### College Development Committee

As per Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) clause 97, a College Development Committee (CDC) has been established in Ira Education Society's college of Education. The CDC meeting takes place excellence, infrastructural development, three times in a year and endeavours to promote academic prepares a comprehensive development plan for the institution, teaching activities, academic calendar, cocurricular activities, new courses, training programmes, prepare the annual report etc.

#### QAC

Since its inception, ICE, Arvi, has been a quality conscious college in all its actions and dealings and it has been the uppermost concern and thrust, and its motto. The QAC of Ira Education society's College of Education, Arvi, Pune in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution.

#### Grievance Redressal Mechanism



The institution has a grievance redressal cell to address the individual as well as collective grievances of the students. The grievance redressal cell aims to provide a mechanism to address student-teachers grievances and to take measures to solve the problems faced by student-teachers. Students can convey their grievances through a grievance box installed in the library or by filling the google

form: <http://iescoebed.in/student-grievance-form/>

#### Anti- Ragging and Anti- Sexual Harassment Cell

The institution has an anti- ragging and anti-sexual harassment cell to cater to the safety and welfare of the students. The committee comprises the Principal who is the President and three teachers in charge. The objectives of the cell are to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution.

#### Recruitment and Promotional Policies

The institution advertises in the regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. Eligible candidates are interviewed by a panel of experts and the selected candidates are recruited. A candidate who is NET/SET, proficient in English, techno savvy, has suitable professional and personal qualities are preferred. Salary structure and service conditions are also as per the UGC and University guidelines. The staff is appreciated and recognized for the efforts taken in performing the responsibilities handed to them.

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

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**

**5.Examination System****6.Biometric / digital attendance for staff****7.Biometric / digital attendance for students****Response:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

College of Education Arvi constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated: With the same vision, the cultural cell conducted a varies type of culture activities like Rangoli competition, mehandi competition, Speech competition, Essay writing competition, Debate competition,etc. ‘ The cultural cell conducted a meeting to finalize the date, time, mode and rules for the activities in advance. The winners for each activity were decided by a team of three judges including Principal, Head and a faculty.

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for the activities in advance. The winners for each activity were decided by a team of three judges including Principal, Head and a faculty.

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

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The management have humanitarian outlook towards its teaching and non-teaching staff without discrimination. It initiates several welfare measures to maintain motivation levels among its Employees. Measures adopted for the welfare of the staff and faculty is as mention below:

- Gives academic freedom for staff members,
- Deputies on duty for attending Seminars/ Workshops,
- Permission for higher studies.
- Congenial atmosphere in the staffroom.
- Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth.
- Appreciation measures are get-togethers, exchange of jubilee celebrations of the staff.
- Library resources, journals, other materials required from outside the college are all made available for the staff to enrich their content.
- The institution conducts seminars for improving the competencies of the teacher educators.
- The institution invites experts from different fields to conduct workshops, guest lectures, and seminars.
- Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility.
- The college has well-furnished staffrooms, drinking water facility in the staffroom.
- Staff is provided with separate cupboards and washrooms.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Provision of medical and maternity leave is in place.
- Staff is granted sabbatical leave to pursue higher education or research work.
- Teachers' day is celebrated to boost the professional morale of teachers.

- Picnics and tours are arranged for staff recreation.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Recreation activities are planned in coordination with the staff members like sports get together and luncheons.

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- Appreciation measures are get-togethers, exchange of jubilee celebrations of the staff.
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- Recreation activities are planned in coordination with the staff members like sports get together and luncheons.

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

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

**Response:** 0

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 3

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

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

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response:** 7.5**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	00	01	00

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

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

**Response:**

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity).

At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staffs in the format provided by the institution mostly in mid semester. Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback are collected from each department and appraisals are given.

following purposes of the appraisal:

1. Providing feedback to employees about their performance.
2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Provide legal support for personnel decisions.
8. Improving overall organisational performance.

**Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are -**

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in B. Ed Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, orientation programme and Guest lectures .
2. Effectiveness of Academic Management (Coordination) - Completion of additional activities allotted in due time line.
3. Academic Development (self as well as the college) – Initiatives taken for self-improvement/enhancement, Development of Best practices at workplace
4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a



whole.

5. Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

**Qualitative and qualitative parameters adopted for Non-Teaching Staff** are all non-teaching staff is also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities, Academic and Administrative coordination- Practice teaching school Interaction, Academic Management, Self Development ,Discipline and efficient organisation of work assigned and technical abilities.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity).

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6. Confirming that good hiring decisions are being made.
7. Provide legal support for personnel decisions.
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**Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are -**

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2. Effectiveness of Academic Management (Coordination) - Completion of additional activities allotted in due time line.
3. Academic Development (self as well as the college) – Initiatives taken for self-improvement/enhancement, Development of Best practices at workplace
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The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant Shankar bhagre and Associates.. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet. Finance committee oversees the College's financial well-being. The accounts section looks into the

maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality. A major portion of the College funding comes from student tuition fees. A major operational expenditure is the salaries paid.

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maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality. A major portion of the College funding comes from student tuition fees. A major operational expenditure is the salaries paid.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

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

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

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

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

##### **Response:**

College is self-financed Institution, the major source to mobilize funds is from student tuition fee. Shikshan Shulk Samiti (Fee Regulating Authority, Govt. of Maharashtra) approves the fee. Since the college is affiliated to Savitribai Phule Pune University, The College has fetched grants for the development of Infrastructure facilities, purchase of Laboratory equipment, Research, to organize conference, workshops, seminars etc. The efficient use of available financial resources is monitored through the budget. Annual Budget is prepared considering the Annual expenditure, including salary expenditure, recurring and capital expenditure and revenue receipts, incurred in preceding financial year. The capital and recurring expenditure is planned within the budgetary resources. The Board of Governors approves budget. The Principal monitors the income and expenditure ensuring effective utilization of the funds. In case of deficit, the Trust of our college compensates the same.

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

## 6.5 Internal Quality Assurance System

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

**Response:**

#### Composition of IQAC

- Correspondent of the institution
- Chairperson – Head of the institution (Principal)
- A few senior administrative officers
- Three to eight faculty members
- One or two local members
- One of the faculty as coordinator

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IQAC are:

- 1.Promotion of Research
- 2.Streamlining of Administration
- 3.Sustaining quality in academics and administration

#### I. Promotion of Research

IQAC recognizes the significance of promoting a research environment amongst staff and students.

- It helps the interested teachers in writing research project proposals and publishing the research works by conducting research methodology workshops.
- Providing the latest information about the quality journals of Scopus and UGC Care list, encouraging them to publish prolifically.
- It initiates interdisciplinary research projects undertaken by students and mentored by teachers.
- Establishing collaborations with Indian and foreign universities of eminence with the objective of encouraging student and faculty exchange programmes.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.
- Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.
- IQAC organized ICT,NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

### **Composition of IQAC**

- Correspondent of the institution
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- One or two local members
- One of the faculty as coordinator

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IQAC are:

1.Promotion of Research

2.Streamlining of Administration

3.Sustaining quality in academics and administration

## I. Promotion of Research

IQAC recognizes the significance of promoting a research environment amongst staff and students.

- It helps the interested teachers in writing research project proposals and publishing the research works by conducting research methodology workshops.
- Providing the latest information about the quality journals of Scopus and UGC Care list, encouraging them to publish prolifically.
- It initiates interdisciplinary research projects undertaken by students and mentored by teachers.
- Establishing collaborations with Indian and foreign universities of eminence with the objective of encouraging student and faculty exchange programmes.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.
- Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.
- IQAC organized ICT,NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

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

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

#### Response:

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College in keeping with its vision and mission.

IQAC achieves this through practices, viz.,

1. Conducting self checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

2. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills

and their relationship with the stud

### **General**

- Recruitment of qualified faculty.
- The college deputed faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated.
- Faculty development programmes are arranged by the college to ensure quality inputs.
- Bringing variations in assignments and project work to make it more challenging.
- The institution accommodates interim changes brought in by State authority in school curriculum which are mandatory to be attended to by Teacher Education institutions.
- Recommendations from NAAC Peer team, UGC, Autonomy are taken care of.
- Feedback from the students is taken regularly to identify the gaps in the academic programme and address them.
- IQAC suggests innovative pedagogical practices in addition to the completion of curriculum through assignments, tutorials, collaborative work etc.
- IQAC promotes the culture of research amongst students by organizing Research Workshops for students. Departments are encouraged to organize Conferences and



Seminars on themes relevant to the educational needs and futuristic growth of the students as part of Capacity Building.

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

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

**Response:** 25

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

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

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

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

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

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

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

**Response:**

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

**Many incremental improvement initiatives are taken by the institute, these are listed below:**

Institute is taking continuous and wide awake efforts to improve quality in academics. Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendar at institution and department level. The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar, which is observed by head of institution. Through interactive learning, experiential learning etc. efforts are being taken to build the student centric system. IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard. It suggests remedial actions in case of variation. It prepares the policies, plans, Formats and documentations in order to furnish the requirements.

**Some of the initiatives of IQAC contributing in incremental improvements since its inception are:**

1. Project Based Learning (PBL) scheme
2. Introduction of Training Sessions to students
3. MOU with National and International Institutes
4. Strong Mentoring System
5. Enhancement to digital and multimedia content in Library
6. Organising Alumni meet
7. Organising workshops and Conclaves for students
8. Organising co-curricular and extracurricular events and activities
9. Promoting sports and healthy lifestyle
10. The evidence of success can be seen in entrepreneurship records, strong alumni base of the institute and corporate connect

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

## **ENERGY POLICY**

### **Preamble**

Energy and life are in a symbiotic relationship. India's energy demand could double by 2040 with the population growing exponentially. Pursuant to the Environmental Policy 2020 of All India Council of Technical Education (AICTE) educational institutes are to conserve natural environment, develop sustainable solutions and control energy consumption. In addition, educational institutions have to evolve programs and policies that convert the existing environment into a negative-carbon foot print by educating students and employees on environmental issues, concerns and sustainability to respond to the emerging challenges of sustainable development in the states, nationally, specifically in the energy sector. Thus it is incumbent on the educational community to practice sustainable energy strategies and research on alternative energies that are favorable on the eco-system.

The College's energy policy is framed to of the Institution will thus be effective in organizing structured programs to promote awareness on the proper management and conservation of energy those models resource- efficient and low-carbon campuses that demonstrate practice for sustainability.

### **Features in the Campus:**

1. Natural Lighting in Classroom
2. Dark Time
3. 100% Solar Power Backup
4. LED Light fixtures
5. Effective peak load management
6. Repair, Re-use and frequent maintenance of equipment to ensure sustainable longevity.
7. Effective maintenances through annual maintenance.

### **Energy Policy Statement**

The College's energy policy echoes its commitment to the conservation of energy. It sets out the institutions initiatives in conserving energy and sustainable practices in reducing carbon footprint for maintaining an eco- friendly green campus Solar system.

## **2.Responsibilities and Roles**

- 1.Faculty and student teachers, technical Staff
- 2.Principal and Management

The team should carry out the action plan and ensure the energy resources are made available and utilized optimally.

## **3.Energy Optimization Action Plan**

### **4.1 We use all electricity of solar energy system.**

1. Regular monitoring and benchmarking resource use and waste generation.
- 3 Identifying and setting both short term and long term energy conservation targets to achieve zero-carbon campus.
- 4 Use of energy efficient equipment as applicable.
- 5 Periodic maintenance and replacement of other lights/lighting fixtures to LED.
- 6 When the life cycle ends of existing equipment replace it with energy efficient equipment when necessary.
- 7 Regular maintenance of electronic equipment and computer equipment to minimize e-Waste Reduce e-waste to minimum before moving on to replace & recycle stage.
- 8 Maximum use of daylight for indoor illumination and natural ventilation.
- 9 Install occupancy sensors for classrooms, halls, administrative offices, restrooms and sensor-based switches for street lighting and corridor lighting to optimize energy use.
- 10 Operating air conditioning and water coolers on optimum temperature settings.
- 11 Consider switching to renewable energy specifically solar energy.
- 12 Adopt a proactive power management mechanism.

## **Mechanism of Action Plan**

The College must regularly assess the areas wherein energy conservation can be implemented and create effective implementation guidelines. Regular monitoring and follow-up must be carried out and documented to understand the patterns in energy usage to inform future energy saving practices. We use all electricity of solar energy system.

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File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

Solid Waste Management

Liquid Waste Management

E- Waste Management

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

### 7.1.3 Institution waste management practices include

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

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

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

### 7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

- **Cleanliness:** The institution is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturdays are allotted for cleanliness drives in classrooms, labs, Corridors, grills, windows mopped thoroughly. The board room, committee room principal's office, are vacuumed cleaned. Upholsteries of the examination cell, IQAC Cell, Administrative Support Unit, sick room and staff room are changed periodically. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. Facility for clean drinking water is provided through a reverse osmosis plant set up maintained through college. Regular cleaning of overhead tank is taken up. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.
- **Sanitation:** Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the Likelihood of expecting more students. We promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioural and attitudinal Aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation
- **Water Supply**-Institution ensures 24/7 water supply to all the washrooms. The washrooms are cleaned And disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day Air fresheners are placed to give an aromatic fragrance. Adequate number of washrooms, restrooms are provided for staff and students. As a part of different activities the students' designs posters and banners sensitizing their peers regarding sanitation protocols, thus bringing significant behavioural changes. Dedicated safe drinking water sources are present at places throughout the campus which comes from Storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly

- **Green cover and pollution free environment:** A campus located in the rural area .A green greenery is grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintain by a designated gardener and keen observation by the Principal. Inside campus, a garden is maintained with variety of shrubs, plants and flowering creepers adding to the serene atmosphere. Many of the plants are of medicinal value. There are also exotic plants such as Mango, Fig Coconut tree, Almond, Lemon tree Golden chafa etc. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions
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File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

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

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>

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

**Response:** 0.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.05	0.05	0.05	0.08	0.18

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

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

**Response:**

Ira college of Education, Arvi has conducted various activities with support of locational knowledge and resources, community practices. The college has Sustainable Development Goals as its overall theme for all activities:

Local Environment such as cleaning in collaboration with the volunteers for the removal of plastic and non- biodegradable waste. A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice

teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reaches out to the less privileged in society and to contribute in different ways to the welfare of the society. The student teachers conducted lessons for learners through peer teaching sessions. A value- added course on ICT was conducted to make them aware about the computer knowledge among students and community. Several activities were conducted in NSS programme. The college participated and encouraged its staff for the vaccination drive for Covid-19. The college organized many programmes with Lions Club of Pune.

**Locational Knowledge:** The College organized a value-added course on Communication Skill to improve students' communication. The college has endeavored to spread awareness on the environmental issues through sessions by experts, food for wellness, Environment Day etc. Sessions or expert talk by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process. Various sessions, street plays, videos by student teachers were conducted on highlighting important issues such as gender equality, human rights, social wellness, physical wellness.

**Community practices:** The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Good Health and Wellbeing, Mental Health, Nutrition, Diet for Wellness, Overcoming Stress and Anxiety. Yoga was conducted where sessions were conducted on different yoga asanas, meditation etc. to inculcate health and wellness practices among the student teachers and the community.

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

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

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

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

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

## 7.2 Best Practices



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

#### **Response:**

#### **Best Practice I:**

#### **Title of the practice**

#### **Competitive Examination Guidance Centre**

#### **Objectives of the practice**

1. To create awareness among the students about competitive examinations.
2. To create studious and healthy atmosphere regarding competitive examination.
3. To motivate the rural students for prospective career in government and corporate sectors.
4. To develop competency and positive approach towards competitive examination among the rural students.

#### **The Context**

Most of the students are admitted in the college from rural and hilly area. They are socially and economically backward. They cannot afford private special coaching for the competitive examination. There is no awareness about the competitive examination. So, the college started providing guidance on Competitive Examination Study and Guidance from 2019 collaboration with **Shivchaitanya Academy**.

#### **The Practice**

At the beginning of academic session, in the function of Principal Address, the In-charge of Competitive Examination Study and Guidance Centre gives the information about the function of this centre to all the admitted and external students. Interested students enrolled their name for preparation of competitive examination. Every year more than 40 .

#### **Evidence of succes**

- The students have taken active participation in various competitive examinations.
- The students those are not enrolled in study centre, became aware about competitive examination.
- Students selected for various government jobs and revealed excellence in various competitive exams.
- Students came up with leadership qualities and began to work as a team.

#### **Problems encountered and resource required**

The problems encountered are related to financial assistance to certain extent

.There is a need of special computer system with high speed internet/ Wi-Fi connectivity.

Advanced competitive examination books, software and r-resources should be purchased every year.

More Time is required.

**Title of the practice:** Teacher Empowerment

**Objective of the practice**

- To encourage the course participants ( School Teachers ) to implement and reflect on new knowledge and skills in their context;
- To develop course participants confidence by applying new skills and competence of conducting programs and applying them in their own context.

**The context**

- This is platform for rural schools teachers to actively participated in this program
- The focus of these programs was on teacher empowerment strategies, which have been addressed in the areas of curricular content, teaching methods, teacher education, inter and intra personal skills.

**Practice**

The college has organized and conducted various lectures & orientation, workshops under this program. School teachers from rural area join this program for enhance their content knowledge

This program was focused on developing effective teachers, the activities were planned to enhance their pedagogical content knowledge in all subject areas .

**Evidence of success:**

Ira education society's college of education adopted a rigorous and well organized pattern of ensuring teacher empowerment of all its students by planning a various activities.

- 1 School teacher actively participated In the lecture series and learn different tactics to enhance learning process.
2. Teacher became aware about different innovative pedagogies
3. Teacher used various ICT based resources during covid -19 period and in school also.

**Problems encountered:**

Time constraint

Lack of adequate conveyance facilities & ICT resources.

## **Best Practice I:**

### **Title of the practice**

### **Competitive Examination Guidance Centre**

#### **Objectives of the practice**

1. To create awareness among the students about competitive examinations.
2. To create studious and healthy atmosphere regarding competitive examination.
3. To motivate the rural students for prospective career in government and corporate sectors.
4. To develop competency and positive approach towards competitive examination among the rural students.

#### **The Context**

Most of the students are admitted in the college from rural and hilly area. They are socially and economically backward. They cannot afford private special coaching for the competitive examination. There is no awareness about the competitive examination. So, the college started providing guidance on Competitive Examination Study and Guidance from 2019 collaboration with **Shivchaitanya Academy**.

#### **The Practice**

At the beginning of academic session, in the function of Principal Address, the In-charge of Competitive Examination Study and Guidance Centre gives the information about the function of this centre to all the admitted and external students. Interested students enrolled their name for preparation of competitive examination. Every year more than 40 .

#### **Evidence of succes**

- The students have taken active participation in various competitive examinations.
- The students those are not enrolled in study centre, became aware about competitive examination.
- Students selected for various government jobs and revealed excellence in various competitive exams.
- Students came up with leadership qualities and began to work as a team.

#### **Problems encountered and resource required**

The problems encountered are related to financial assistance to certain extent

.There is a need of special computer system with high speed internet/ Wi-Fi connectivity.

Advanced competitive examination books, software and r-resources should be purchased every year.

More Time is required.

**Title of the practice:** Teacher Empowerment

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**Problems encountered:**

Time constraint

Lack of adequate conveyance facilities & ICT resources.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

Our vision is to give knowledge to students for all round development. Ira education society's college of education aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues.

The college is located in rural area i.e., Arvi, Tal- Haveli, Dist. - Pune . , with the mission to provide trained and committed women teachers with multidimensional qualities & professional competencies in the field of education. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We foster our Student's love for learning, encourage them to try new and exciting things, and give them a Solid foundation to build on. We at our college use to celebrate National Days along with the Environment day/Earth Day/ National Girl, Child Day to make students aware of our surroundings. As the world has faced severe challenges related to pandemic or due to COVID -19 so we organized yoga & meditation program for stress related issues & all psychological aspects of students.

Our college also organized Digital Literacy Day to equip students with digitalization as this is the need of the hour. We also organize annual gathering & competitions for students to showcase their talent in different fields like Dance / Singing /Poster Making /Cooking without Fire etc. As we is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and visit places like MSCERT Campus etc. We also guide student teacher for competitive exams, TET , TAIT & CTET

To enhance the Professional growth and skills of students in their respective field, a Workshop on Resume Writing / CV writing is also organized.

The college inculcates value added courses like Computers, Career Guidance and Research

Remedial classes for slow learners are another step to pull up the students lagging in their studies. The students are given scholarships also.

Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

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education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. The college is located in rural area i.e., Arvi, Tal- Haveli, Dist. - Pune . , with the mission to provide trained and committed women teachers with multidimensional qualities & professional competencies in the field of education. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We foster our Student's love for learning, encourage them to try new and exciting things, and give them a Solid foundation to build on. We at our college use to celebrate National Days along with the Environment day/Earth Day/ National Girl, Child Day to make students aware of our surroundings. As the world has faced severe challenges related to pandemic or due to COVID -19 so we organized yoga & meditation program for stress related issues & all psychological aspects of students. Our college also organized Digital Literacy Day to equip students with digitalization as this is the need of the hour. We also organize annual gathering & competitions for students to showcase their talent in different fields like Dance / Singing /Poster Making /Cooking without Fire etc. As we is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and visit places like MSCERT Campus etc. We also guide student teacher for competitive exams, TET , TAIT & CTET

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

## 5. CONCLUSION

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### **Additional Information :**

Ira Education Society's College of Education believes and practices sustainable development in all the endeavours. The institution has Sustainable Development Goals as its overall theme for all activities. The Sustainable Practices Policy is the guide for the use of available resources for the events, activities, and developments at the college. The objective is to develop, implement, promote, and lead environment friendly activities at college of education, Arvi, Pune

The college conducts regular energy audits, green audits, Solar system, Zero power hour, Waste Management. At the community level the college has conducted clean up drives at Sinhgad Fort and tree plantation drive. At the college and campus level, Swachh Bharat Abhiyaan was held. All these activities encourage and sensitize students to use natural resources wisely and adopt sustainable living. Best practices of the college are well aligned to the national policies and priorities. The college has its community engagement programmes, environment and cleanliness initiatives.

### **Concluding Remarks :**

The governance and management of the college is democratic, decentralized and leadership is participatory. All stakeholders are involved in decision making process through various provisions. Management Council reviews and deliberates on short and long term reforms in academic and development activities, finance, management and governance. Academic Council is the principal authority responsible for regulating and maintaining the standard of teaching and evaluation. Student Council is actively working. Board of Examination and Evaluation deals with matters related with examination and evaluation. Timely declaration of results, effective implementation of academic calendar is one of the quality of our college. . Online question paper delivery and evaluation of answer sheets has been facilitated. Our college did academic and administrative audit, green audit environmental audit, occasional inspection etc. and acts accordingly. The IQAC has been actively involved in leading and assisting the quality initiatives in academics, extension activities and industry-academia collaborations. Teachers are encouraged to stay abreast with the latest developments in their fields. For many professional training programmes teaching – staff is always encouraged.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>24</td> <td>27</td> <td>26</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>24</td> <td>27</td> <td>26</td> <td>24</td> </tr> </tbody> </table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>060</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Remark : input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	25	24	27	26	24	2021-22	2020-21	2019-20	2018-19	2017-18	25	24	27	26	24	2021-22	2020-21	2019-20	2018-19	2017-18	60	60	60	60	60	2021-22	2020-21	2019-20	2018-19	2017-18	060	60	60	60	60
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1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>86</td> <td>81</td> <td>51</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	96	86	81	51	38	2021-22	2020-21	2019-20	2018-19	2017-18																									
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96	86	81	51	38																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					



96	86	109	59	38
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Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
140	133	120	107	97

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	43	38	33	29

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	31	21	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	40	31	27	50

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

**2.2.4.1. Number of mentors in the Institution**

Answer before DVV Verification : 9

Answer after DVV Verification: 17

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	12	12

Answer After DVV Verification :

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

Remark : As per clarification documents input is edited .

2.3.4

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

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

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

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

Remark : Input is edited from clarification documets.

2.4.1

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

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

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

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : Iput is edited from clarification documents.

2.4.2

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

	<p><b>1. Formulating learning objectives</b></p> <p><b>2. Content mapping</b></p> <p><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></p> <p><b>4. Identifying varied student abilities</b></p> <p><b>5. Dealing with student diversity in classrooms</b></p> <p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: B. Any 6 or 7 of the above          Remark : As per supporting documents B is considered.</p>
<p>2.4.6</p>	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <p><b>1. Planning and scheduling academic, cultural and sports events in school</b></p> <p><b>2. Planning and execution of community related events</b></p> <p><b>3. Building teams and helping them to participate</b></p> <p><b>4. Involvement in preparatory arrangements</b></p> <p><b>5. Executing/conducting the event</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : As per supporting documents input is ediyed.</p>
<p>2.4.12</p>	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <p><b>1. Self</b></p> <p><b>2. Peers (fellow interns)</b></p> <p><b>3. Teachers / School* Teachers</b></p> <p><b>4. Principal / School* Principal</b></p> <p><b>5. B.Ed Students / School* Students</b></p>

	<p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above          Answer After DVV Verification: C. Any 2 or 3 of the above          Remark : Inpt is edited from clarification documents.</p>																				
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b>          Answer before DVV Verification : 133          Answer after DVV Verification: 143</p> <p>Remark : Input is edited from supporting documents.(excluding librarian and physical educator).</p>																				
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b>          Answer before DVV Verification : 80          Answer after DVV Verification: 50</p>																				
3.1.2	<p><b>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b></p> <p>3.1.2.1. <b>Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>.26</td> <td>NA</td> <td>.20</td> <td>.20</td> <td>.20</td> </tr> </tbody> </table> <p>Remark : Ipu is edited from 3.1.2 data template.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	.26	NA	.20	.20	.20
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
.26	NA	.20	.20	.20																	
3.2.1	<p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p>3.2.1.1. <b>Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b>          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

2	2	3	2	2
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Answer After DVV Verification :

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

Remark : Input is edited from data template. considering the repeated ISSN no once.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	14	13	15	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	6	5	3

Remark : input is edited by considering extension activity only.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : AS per supporting documents,input is edited .

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 1

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

Answer before DVV Verification : 5

Answer after DVV Verification: 5

Remark : INput is edited as per supporting documents.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6386	10642	9734	5959	5821

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.06386	.10642	0.09734	0.05959	0.05821

Remark : Input is edited from clarification documents.

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

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

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

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

Remark : As per supporting documents ,input is considered.

**4.3.3 Internet bandwidth available in the institution****4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS**

Answer before DVV Verification : 23.841858

Answer after DVV Verification: 200

Remark : As per the supporting document Bandwidth of internet connection seems to be &lt; 200 MBPS.

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

	<ol style="list-style-type: none"> <li>1. <b>Studio / Live studio</b></li> <li>2. <b>Content distribution system</b></li> <li>3. <b>Lecture Capturing System (LCS)</b></li> <li>4. <b>Teleprompter</b></li> <li>5. <b>Editing and graphic unit</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 or 3 of the above          Answer After DVV Verification: E. None of the above          Remark : HEI has not provided any supporting document as per metric intent, Hence the value is deemed to be None of the above</p>
5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 or 5 of the above          Answer After DVV Verification: C. Any 2 or 3 of the above          Remark : As per supporting documents input is edited .</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: D. Any 5 of the above          Remark : Input is edited from clarification documents.</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate</b></li> </ol>

**statutory/regulatory bodies**

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

Answer before DVV Verification : A. All of the above

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

Remark : As per supporting documents.

### 5.2.1 Percentage 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 last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	00	5	5

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification : 12

Answer after DVV Verification: 8

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : Input is edited from clarification documents.

### 5.2.3 Percentage of students qualifying state/national level examinations during the last five years (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 last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	01	00	01

Answer After DVV Verification :

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

Remark : Input is edited from data template.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	2	4	2

Remark : Input is edited from data template considering events only.(excluding days also)

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above  
Remark : Inpt is edited from clarification documents.

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

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

Answer before DVV Verification : B. Any 5 of the above  
Answer After DVV Verification: E. Any 1 or none of the above  
Remark : AS per supporting documents, input is edited .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input s edited from data template.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	07	00	01	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	00	01	00

Remark : Multiple participations in the same academic year is considered as ONE only.

7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li>1. Segregation of waste</li> <li>2. E-waste management</li> <li>3. Vermi-compost</li> <li>4. Bio gas plants</li> <li>5. Sewage Treatment Plant</li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : Input is edited from clarification documents.</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Waste water recycling</li> <li>3. Reservoirs/tanks/ bore wells</li> <li>4. Economical usage/ reduced wastage</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : Input is edited from clarification documents.</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li>1. Encouraging use of bicycles / E-vehicles</li> <li>2. Create pedestrian friendly roads in the campus</li> <li>3. Develop plastic-free campus</li> <li>4. Move towards paperless office</li> <li>5. Green landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above  Answer After DVV Verification: D. Any 1 or 2 of the above</p>

Remark : Input s edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.05	0.05	0.05	0.07	0.11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.05	0.05	0.05	0.08	0.18

Remark : Input is eedite from data templa.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>21</td> <td>31</td> <td>26</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	6	21	31	26	28	2021-22	2020-21	2019-20	2018-19	2017-18	52	52	52	52	52
2021-22	2020-21	2019-20	2018-19	2017-18																	
6	21	31	26	28																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
52	52	52	52	52																	
2.1	<p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>17</td> <td>16</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	17	17	16	21	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	16	16
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	17	17	16	21																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	16	16	16																	
2.2	<p><b>Number of Sanctioned posts year wise during the last five years..</b></p>																				

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1430648	1176579.9 6	124783	666972	756624

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.30648	11.76	12.4783	66.6972	75.6624

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

Answer before DVV Verification : 44

Answer after DVV Verification : 28