



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ADARSH SHIKSHAN PRASARAK MANDAL, BAPUSAHEB
D.D. VISPUTE B.ED. COLLEGE NEAR EKTA NAGAR,
NAKANE ROAD, WALWADI, DHULE**

ADARSH SHIKSHAN PRASARAK MANDAL, BAPUSAHEB D.D. VISPUTE B.ED.
COLLEGE, NEAR EKTA NAGAR, NAKANE ROAD, WALWADI, DHULE
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adarsh Shikshan Prasarak Mandal is a well-known institute in Maharashtra. This Society carries out various types of social and cultural activities and also runs various institutes' especially educational institutes. Bapusaheb D.D. Vispute College of Education, Dhule is the one of them. This college is established in 2007. "*Sa Vidya Ya Vimuktaye*" (That is the knowledge which is for liberation) is the motto of the institute which shows the path to every stakeholder of the institute. College is recognised by N.C.T.E.(Delhi) & Government of Maharashtra and affiliated with K.B.C.North Maharashtra University, Jalgaon.

Late Bapusaheb D.D.Vispute is the founder of Adarsh Shikshan Prasarak Mandal. Bapusaheb was born in a poor and illiterate family. But he completed his education till matriculation Because of the adverse condition of family he cannot learn further. He joined service for bread and butter. His educational Journey till matriculation was not easy. He struggled. So much so that he was always wishing. to do Something for poor and rural area Students and he started his journey by establishing primary School

Location of the Institute :- Bapusaheb.D.D. Vispute B.Ed College is situated at Ekta Nagar, Nakane road, Dhule. Dhule city is surrounded by few villages. Location of this institute is the center point for city Students and for rural students also.It is situated at about 4 km from Dhule railway Station and 3 km from Bus Stand Because of suitable location Students or visitors can reach college easily by using personal vehicles and public transport facilities also.

Vision

“Education is the best way for successful life. We inculcate quality education to mould teacher trainees by all dimensions with the world’s best philosophy.”

Mission

“To prepare every teacher trainee for their life and provide the same legacy to future generation.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1) Institute is spread across nearly 1 acres with a built up area 3664 square meters with good amenities & surrounded by greenery.
- 2) The Institute has good infrastructural facilities which includes classrooms, labs, library, playground etc.
- 3) Facility of indoor and outdoor games is available in the institute

- 4) The faculty members are well qualified and competent enough with knowledge and skill.
- 5) The Institute has a good network of schools. These Schools are helpful for student teachers for practice teaching.
- 6) Ragging Free Campus
- 7) Fair and Transparent system of admission

Institutional Weakness

1. Institute is a self-financed institute. So issue of availability of funds arises some time
2. Because of the unavailability of hostel facilities some students, especially girls, face problems with accommodation.

Institutional Opportunity

1. Preparation for 2(f) and 12(B).
2. Preparation for autonomy of the institute
3. Collaboration with national and international institutes for advanced studies.
4. Preparation for 'institute with potential' for excellence

Institutional Challenge

1. Majority of students admitted in institute are from rural areas and with weak financial background so adequate collection of fees is the big challenge
2. Because of the late deposition of Scholarship by the government, students are unable to pay college fees in time.
3. Delay in admission process:
4. Running of upcoming integrated B.Ed. course.
5. Government's policy of privatization of education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Following components are discussed in this criteria The College is affiliated to K.B.C. North Maharashtra University, Jalgaon. Syllabus and curriculum is designed by board of studies members of University which is implemented by college. In the syllabus of B.Ed there are a number of practicals along with theory subjects. Academic calendar plays a very important role in the transformation of the syllabus. At the start of each academic year college makes a timetable for theory lectures, micro teaching activity, internal tutorial exams and practice school lessons. These are major activities in B.Ed. course. So every year college makes a schedule for nearly 1600 school lessons. School internship is another major activity conducted by college in which student teachers join school for 3 months and conduct all activities decided by University. This complete activity

requires a proper and perfect schedule which is provided to student teachers by college.

Teaching-learning and Evaluation

There is a centralized admission process conducted by the government. Students who qualify the common entrance test fill an option form for admission and on the basis of that merit list get published. After confirmation of admission the college prepares a profile of the students which is uploaded.

A vast diversity is appears in admitted students this diversity can categorized as type of domicile, medium of education, socio economic status, stream of specialization etc but all faculty members uses their expertise to fulfill learning needs of each student teaching learning process of colleges carried out such a way that it takes ideal for all student

Teaching learning process of college is carried out in such a way that it will be ideal for all student teachers. Faculty members use different types of teaching methods as per need along with use of advanced and modern technology which inspires students.

To develop skillful person's especially skillful teachers is the primary motive of B.Ed. course. So there is a subject life skill included in the syllabus. Curricular & extracurricular activities done by students whole year around which develops time management, teamwork ability and interpersonal relation, communication skill and problem solving skill etc.

Faculty members of the college are well qualified, expert and competent enough. The majority of teachers qualified NET, SET exams and also have Ph.D. degrees. Teachers always participate in academic and cultural activities which improves their professional skills.

In the B.Ed course the process of evaluation continues all year around. Faculty members evaluate micro-teaching skills, school lesson skills, management skills in internship, academic progress in internal exams and provide feedback to student teachers which will prove helpful to obtain a level of self progress.

Teacher educators feedback in every activity of students works as a learning outcome for students by which they can decide the level of performance the process of evaluation is not only carried out by tutors but also buy pears so that training of how to do evaluation is continuous simultaneously.

Infrastructure and Learning Resources

In this criterion details of infrastructural facilities available in the college are enlisted

1. College has large 1 acre campus with 3000 square meter built up area
2. Spacious and airy classrooms
3. well equipped computer lab
4. Library with reading room
5. Girl's common room
6. Rest room for ill students with first aid facilities
7. Separate toilets for girls boys and staff multiples and cultural hall
8. Facility of indoor games with facility of outdoor games

9. Well maintained lawn and garden
10. Parking stand for vehicles
11. Waiting room for visitors
12. Water filter and clean water
13. CCTV Surveillance

Student Support and Progression

There are various types of committees established in college for student support

Vishakha samiti- Purpose of vishakha samiti is to create a fear free and secure environment for girl's students and ladies staff.

Yuvati sabha- Lectures of experts like doctors, lawyers, officers, councilors on health issues of women, legal rights of women, family problems of women and opportunities for women are carried out in college under the Yuvati Sabha.

Red ribbon club- College has established a Red ribbon club in college. Each year an awareness program on HIV AIDS is organized for all students. This club organizes a postal presentation competition on HIV AIDS for all students. Experts like doctors, counselor's delivers lectures on sex education

Grievance redressal committee - If students face any type of problem in college campus then grievance redressal committee solves the issues as early as possible. If students want to hide their identity then provision of suggestion box is also available in the college

There is a general notice board in the college on which employment related advertisements are published regularly on the same notice board advertisements of educational admissions, Ph.D. notifications etc. also published.

All students of college actively participate in curricular, cultural and social activities organized by college.

Governance, Leadership and Management

All stakeholders of the college like members of management council, teaching staff and non-teaching staff play their role efficiently to achieve objectives which are stated in the vision and mission of the institute. We follow the policy of decentralization in governance and according to it every member of college remembers his own duties and responsibilities. At the time of taking every decision and adopting any policy priority is always given to faculty empowerment and student support

There are establishment of various committees for good governance like anti ragging committee, time table committee, grievance redressal committee. Every administrative decision of the college is taken according to Government rules and regulations. In the financial management there is proper record keeping of every income and expenditure activity.

Internal quality assurance systems always work to maintain the quality and standard of every academic,

curricular and extracurricular activities.

Institutional Values and Best Practices

Institute always prefers morality and constitutional values. By keeping the thought of social responsibility in mind every year all statues of the city are decorated by students. For this event dignitaries of the city like officers, social workers, academicians, award winners, politicians are invitees. As an organizer of this social programme institute has created a special identity in society.

College adopted a Save energy policy to minimize energy consumption. College has made some rules like

1. Strictly off all lights and fans while leaving classroom
2. In day time natural sunlight is enough so avoid use of light in day time.
3. Pedestrian friendly road is available in college campus due to which use of vehicles minimizes
4. All dustbins are collected at one place (in pit) for compost preparation. This compost is used as fertilizer for all trees and bushes available in the campus.

Research and Outreach Activities

Points discussed in this section are participation of faculty members in research activities. Facilities provided by the institute to tutors for research related work and college conducts and participates in various social and cultural programs which are mentioned as outreach activities of college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADARSH SHIKSHAN PRASARAK MANDAL,BAPUSAHEB D.D.VISPUTE B.ED. COLLEGE NEAR EKTA NAGAR, NAKANE ROAD, WALWADI, DHULE
Address	Adarsh Shikshan Prasarak Mandal, Bapusaheb D.D.Vispute B.Ed. College, Near Ekta Nagar, Nakane Road, Walwadi, Dhule
City	Dhule
State	Maharashtra
Pin	424002
Website	www.ddvisputebed.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Minakshi Dayaram Mahale	02562-223775	9270208847	-	adarshdhule@rediff mail.com
IQAC / CIQA coordinator	Deepak Kashinath Chaudhari	-	8999293807	-	deepak19chaudhari 82@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	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	1000	Validity not mentioned in the NCTE order

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	Adarsh Shikshan Prasarak Mandal, Bapusaheb D.D. Vispute B.Ed. College, Near Ekta Nagar, Nakane Road, Walwadi, Dhule	Semi-urban	1	3664.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education	24	Any Graduation	Marathi	200	200

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	3	1	0	4
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	86	0	0	0	86
	Female	118	0	0	0	118
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	0	3	4
	Female	3	1	2	5
	Others	0	0	0	0
ST	Male	30	29	24	22
	Female	10	14	14	7
	Others	0	0	0	0
OBC	Male	6	6	9	9
	Female	12	10	13	19
	Others	0	0	0	0
General	Male	5	6	10	2
	Female	4	23	9	18
	Others	0	0	0	0
Others	Male	3	1	10	9
	Female	4	3	7	8
	Others	0	0	0	0
Total		80	93	101	103

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>B.Ed. is an interdisciplinary course. Interdisciplinary courses don't have water tight boundaries of subjects. In the curriculum of B.Ed. students learn methods like languages, science, math, history, geography. These are their special methods. Selection of special methods depends on their subject of graduation. All admitted students came from different streams like arts, science and commerce. All admitted students study general subjects also which are related to philosophy, psychology and sociology. Same approach continues in extracurricular activities also because students celebrate science day as well as language day also.</p>
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2. Academic bank of credits (ABC):	Not Applicable
3. Skill development:	<p>Teachers should be skillful people so all over the year all faculty members give their efforts to develop teaching skills and learning skills in student teachers. Life skills are the essential component of everyone's life. It is a need of the modern world. To develop different type of life skills and soft skills there is a special subject life skill education is included in curriculum. Teacher educator explains importance of life skills and soft Skills. Our institute is a teacher education institute so we always took efforts to develop skills in student teachers by following below mentioned activities (i) Communication skill - For develop communication skill there are provision of daily assembly in college where every student presents in front of all students, narrates moral stories and asks question on general knowledge (ii) Time Management - Micro teaching and practice school lessons are the most important part of B.Ed. course. These activities develop time management and other skills in student teachers. (iii) Team work, leadership - To develop soft skills like teamwork and leadership there is provision of Internship programme. In which group of students manage curricular and extra curricular activities eg.- Unit tests, drawing competitions, sports competitions etc.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Majority of the students choose Marathi language as a medium of instruction. Few students select the English language as a medium of instruction. So faculty members deliver their lectures by using a bilingual method. Most of the students of college are from tribal areas. They present tribal songs, tribal dance as a cultural activity at the same time college celebrates National events like Independence Day, republic day, Gandhi jayanti, Hindi language day etc.</p>
5. Focus on Outcome based education (OBE):	<p>As mentioned in the vision & mission of the college, college always respects social commitment so to give ideal teachers to society is the duty and responsibility of college. So the college always makes efforts to develop student teachers with high moral values, constitutional values and teachers with a high thinking level with qualities of a good citizen. In this way institute focus on outcome based education</p>
6. Distance education/online education:	<p>College not run any distance education course but at the time of Covid-19 pandemic all teaching learning</p>

activities were run by online mode. Faculty members delivered online lectures. Students give their practice school lessons and other activities by using online mode. In this lock down period University also took final exams by using online mode. Faculty of the college was appointed as an online exam coordinator.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
204	204	194	173	120
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
218	218	209	200	200
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	156	139	131	104
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	101	93	80	40
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	101	93	80	40
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	103	100	93	80
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.23	4.96	10.15	8.09	7.82
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Bapusaheb D.D. Vispute College of Education is affiliated to Kaviyatri Bahinabai Chaudhary North Maharashtra University, Jalgaon. curriculum of B.Ed. course is prepared by the University and the responsibility of implementation is on the college. Curriculum is included internal marks scheme, list of practical work and details about internal and external examination. College efficiently transfers the curriculum and syllabus prepared by the university to the students and strictly follow the instructions given by the university. Whenever the syllabus is changed by university a workshop is conducted to discuss the course details and in this workshop expert persons participate to prepare the course and in this workshop the teachers of the relevant subject discuss in depth about the course. The discussion and decisions on which part should be included and which part should be excluded are made keeping in mind according to local situation and afterwards the syllabus is finalized. And this finalized syllabus is implemented by the college. In this way the curriculum decided by the University are transferred to the students by the college.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 44.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

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

1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 0

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the

curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Bapusaheb D.D. Vispute B.Ed. College is an university affiliated college so the curriculum of the college is decided by the Board of Studies of the University. Syllabus is prepared by following the instructions given by N.C.T.E. Knowledge acquisition and its application – The B.Ed curriculum has a proper balance of theory and practical. Students have to apply what they learn in theory to practicals. For example, students learn micro teaching skills through theory and how much micro teaching skills have been learned? These are presented in front of the teachers. The teacher guides the students properly. After developing fine teaching skills, students teach to actual school students in schools. In schools students demonstrate their teaching to teachers. In the same way, a practical has also been kept for each theory subject. Students apply the knowledge gained through theory in practical work. In this way, the college curriculum provides ample opportunities for students to acquire knowledge and implement the acquired knowledge. Skills - In modern times, if a person wants to be successful in life, it is very important to acquire life skills. Teachers are responsible for the overall development of students. If a teacher has sufficient knowledge of life skills, he can achieve the all-round development of the students in a better way. Therefore, a separate subject Life Skill Education has been provided in the B.Ed curriculum. Ten life skills mentioned by the World Health Organization are included in this subject. College faculties provide in-depth knowledge of the subject to the students so that a teacher who has acquired life skills can do the job of teaching well and lead a successful personal and professional life. Along with this, students gain skill of teaching, skill of questioning, skill of demonstration, skill of black board writing, skill of class control etc. Values - Students get a deep knowledge of personal values, social values and constitutional values through all the subjects assigned in the B.Ed. curriculum. In the

subject of Education in Contemporary India, students gain knowledge of the following components. Preamble of Constitution, Fundamental Rights of Citizens, Duties of Citizens, Constitutional Values like Liberty, Justice, Equality and Impact of Constitutional Values on Indian Education. In the same subject, chapters on Gender School Society are also included, from which the students are informed about gender equality, domestic violence and its remedial plans. Students are introduced to personal moral values through subject Life Skills. Attitude Towards Learning - A subject Learning Teaching in Childhood and Growing Up has been included in the syllabus to develop a positive attitude towards learning in the students. In this subject, students learn How exactly does the study process work? What are good study habits? And theories of learning established by educationalists and psychologists such as Piaget, Stenberg, Howard Gardner, Koehler, Rojar, Erikson. As well as students having to study the various parameters of study, the role and mentality of the student in the learning process, the scope and level of cognitive development, it helps to develop a positive mindset of the students about the study.

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

1.3.2

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

Response:

The curriculum of B.Ed. prepares students to work as teachers in schools so students need to be familiar with schools and the diversity of schools. B.Ed to provide students with practical school work experience. In the curriculum, provision has been made for activities such as school practice lessons and internships. The college has entered into a MoU with schools in Dhule city whereby every year the students of the college go to the schools for school practice lessons and internship activities to gain hands-on experience of school work. Not all schools are the same. Schools have diversity. Students see diversity and college teachers also make them aware of it. Diversity in schools is as follows.

Infrastructural Facility - Are all the facilities like school building, school classrooms, playground, library, laboratory, furniture, clean drinking water facility, toilets, computer room available in the schools? Students understand this.

Teaching and Learning - How is teaching and learning done in schools like traditional chalkboards or school have digital classrooms or smart classrooms? Do schools provide adequate opportunities for

students to participate in educational and cultural activities? Does the school make efforts to solve the problems faced by the students in academic and other matters? What activities does the school implement to improve the quality of students? How much does a school's annual exam result count? Students get all this information by actually going to school.

Administrative Functions - There are various posts in school like Headmaster, Deputy Headmaster, Supervisor, Subject Teacher, Art teacher, Physical director. How do the teachers in all these posts complete their work? What are their responsibilities? How are various government schemes like mid-day meals, scholarship, Sarv shiksha abhiyan etc. implemented in schools? The schools are in regular correspondence with the school education department and the schools also receive various orders and instructions from the education department, so the students also get information about the education related administrative posts like Education Officer, Deputy Director of Education etc.

School and Parent Communication - As per government directives, Teacher Parent Associations have been established in all schools. Regular meetings of the Teacher Parent Association are held throughout the year in which teachers and parents come together to discuss the progress and problems of students. Which members are appointed to it? How does teacher parent association positively impact student progress? Students get experience of all these aspects by actually working in the school.

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

1.3.3

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

Response:

A curriculum of B.Ed. emphasizes theoretical and experimental learning. It gives broad & varied experience of information, skills, attitudes. It creates a sequence of educational experiences on the basis of the needs of the teaching profession. B.Ed. course is included in the category of vocational course because the B.Ed. course prepares students professionally to enter the teaching profession. To do any business it is necessary to have skills, abilities related to that business, so the syllabus of B.Ed. focuses on development of skills and competencies required for the teaching profession. What are the primary teaching skills & abilities required for the teaching profession? Students get this knowledge from various subjects included in B.Ed. syllabus. Curriculum of B.Ed. has a proper balance of theory and practicals to

make teachers professionally successful.

The following subjects & practicals included in the curriculum to develop the necessary skills for teaching profession

- **Skill of Identifying the psychology of students-** Learning, Teaching in Childhood and Growing Up (PE-1)
- **Handling multilingual classrooms** - Language across the Curriculum Knowledge and Curriculum (PE3)
- **Life Skills** - Life Skills Education (EPC 2)
- **Knowing the teaching skills-** Micro Teaching & observation of isolated skills and simulated lessons Total 6 lessons for each CPS (Teach, re-teach= 1 lesson) (EPC 5)
- **Content knowledge and mastery on various teaching methods** - Curriculum and Pedagogic Studies School Subject-I & 2 (CPS1 & CPS2)
- **Having the ability to control class** - Practice Teaching & observation for School lessons (8) of CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4 (EPC 8)
- **Planning** - Teacher should have the knowledge of lesson planning, unit planning, annual planning, etc. student acquires it from practical work of subject CPS 4 (Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4)
- **Evaluative competence** - Student gains knowledge of various methods of evaluation from subject Assessment and Evaluation in School Education (PE 6)
- **Competency of guidance and counseling** - For this subject included in syllabus is Guidance, Counseling and Inclusive Education (PE 6)
- **Provision of Internship** - To get actual experience of a concerned field there is a provision of internship work in the curriculum of B.Ed. (EPC-9- Internship Programme for 15 weeks in secondary school)

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

1. Students
2. Teachers

- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

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

1.4.2

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

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 45.58

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

2.1.2

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

Response: 54.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	78	78	61	70

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

2.1.3

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

Response: 1.68

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	2	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

Admission process of the college is regularized by central Admission process (CAP) of Maharashtra Government. On the basis of marks in the B.Ed. CET Exam and options of college selected by candidate merit list is published by C.E.T cell of Maharashtra government for every college and college confirms admission on the basis of that merit list. This process is fully transparent and online.

Every student who confirms admission in the college, fills college admission form also. College gets all information of student by this way. With the help of this form college gets information like from which stream he comes? (Arts, Science, Commerce etc.) is he or she graduate or postgraduate? Is he or she from rural or urban area? Is he or she married or unmarried? What is socio-economic status of student etc.

After completion of an admission process every year college organizes a welcome function for freshers. In this welcome function chairman, secretary, principal and all faculty members are participants. The objective of this welcome function is introduction of students with all stakeholders of the institute. In this welcome function each fresher comes on stage and introduces self and also mentions his hobbies, future plans, area of interest, previous achievements etc. And also describes that why he took admission for this course in this college.

After start of regular academic session students are divided into groups and one faculty member is appointed as a group leader. So that students can clear their difficulties and doubts.

Apart from this a whole year around tests, tutorials, assessment of every activity and performance continues for all round development of trainees.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**

6. Assistive Devices and Adaptive Structures (for the differently abled)

7. Multilingual interactions and inputs

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 40.8

2.2.4.1 Number of mentors in the Institution

Response: 5

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple mode approach to teaching learning adopted by teachers.

We always focus on overall development of the training teachers. Physical ,mental moral development are the major component of complete development. We try to achieve this motive by various ways from which teaching learning process. This is most important for us. So that we adopt below mentioned more of teaching learning.

1 Experimental learning

Newly admitted trainee learns micro-skills of teaching in micro teaching activity. In this activity trainee does experiments (teach) with his teaching and present his skill. Teacher educator keenly observes his each activity and suggest him changes according to which training again prepare (reteach) himself and try to do best for next presentation. In this way trainee trains in microskills and prepare him for good teaching.

2. Participative learning

Our faculties always prefers to take participation of trainee in teaching learning process. At the time of deliver lectures faculties ask questions, try to understand opinions, offers to put view on social issues and make debate and discussion to increase participation of trainees. This method is useful to boost level of confidence in trainees.

3. Problem solving methodologies

An activity of research is included in the curriculum of B.Ed. course. Trainee conducts this activity in internship under the guidance of teacher educator. This activity helps trainee for how to identify problem? various dimensions of problem. Causes of problem and with the help of research methodology trainee try to find the solution of problems. This activity develops a thinking ability and problem solving competencies in trainee.

5. Online mode

At the time of pandemic teaching learning process was conducted viva on online mode. Faculties delivered there lectures by zoom platform. Trainees presented there practice lessons using zoom links . Academic and cultural both activities are carried out by using online mode.

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

2.3.2

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	5	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 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: 204

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

Our college guides the admitted students in various ways for which the following measures are adopted

For the convenience of students and teachers, students are divided into groups and faculties are appointed

as group leaders.

Micro teaching group: - Micro teaching is an important part of B.Ed. curriculum in which students are trained for micro skills of teaching. To train the students how to acquire mastery on micro skills of teaching, the college divides the students into groups according to their principal subjects and subject expert faculties are appointed as their group head.

Internship group: - To complete course of B.Ed. students have to complete a three months internship program. For that the college distributes students in different schools and a faculty of college is appointed as the head of the assigned schools. All students complete their internship period under the guidance of this teacher.

School Lessons - Teachers of the college supervise and examine the school lessons of their concern methods and also give remarks for further development.

Guidance for personal problems- Most of the students admitted in the college are from rural areas or remote hilly areas. Most of the students have low socio-economic status and some students are the first person in their family to get education. Apart from this, there are a greater number of married women as students. All these types of students have to face various problems in their personal life. The college has kept the atmosphere of the college very stress-free, playful, communicative and open so the students with problems get shares their problems with faculties and by giving informal guidance and counselling teachers try to sort out the problems.

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

2.3.6

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

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

national to global

Response: C. Any 3 of the above

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

2.3.7

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

Response:

The teaching-learning process at D. D. Vispute College of Education focuses on nurturing reactivity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity. Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

Innovativeness

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways. Teachers encourage students to involve themselves in doing action research projects which leads to innovative ideas by the students. Here the teacher gives detailed orientation about the purpose meaning and procedure of research. The research projects can be done in the form of survey or experiment. Students are expected to work on different problems like handwriting, home work, attendance, reading-writing, communication, disciplinary problem, disinterest etc. Thus the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at D.D. Vispute College of Education make efforts in this direction of developing these skills through different tasks. Through the practical course of Drama & Art in Education students at D.D. Vispute College of Education get the opportunity to think intellectually and create scripts for dramatization. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

To enhance the intellectual skills of student teachers at D.D. Vispute College focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Inter Institute Competition on designing a Concept Map.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble. The Practical course of "Understanding the Self in the B.Ed. courses at D.D. Vispute College provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

- 1. Formulating learning objectives**

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

5. Identifying and using the different sources for study

Response: D. Any 1 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

During internship program the students have to go and work in the actual schools for which the college selects eight to nine schools every year and the students go to those schools and complete the internship program of the respective academic year.

Selection of Students for Internship in Schools- While offering the schools for internship to the students' college discuss with the students and the students are assigned for the internship in a school which is convenient for them or nearer to their place of residence.

Appointment of Group Head Faculties- Along with the students, college faculties are also appointed as group heads of the schools of internship. group head faculties of the concerned school complete the internship work by guiding the students of their school.

Discussion with schools - Before starting the internship, the college faculties meet the principal and other teachers of the school and give complete information about the internship program and also inform them about the work to be done by the student teachers enrolled as trainees during this period.

Orientation Program - An orientation class is organized for the students before entering the actual school for the internship, in which the students are given detailed information about the academic and cultural activities to be done by the students during the internship and the importance of the internship in the curriculum and the grading scheme are also made known to the students.

Evaluation of Internship - The report of the work done during the internship period and the practical work completed are written in the practical note books provided to the students and their notebook is evaluated by the faculty of the college.

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

2.4.9

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

Response: 11.44

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

Response: 9

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship program is a very important part of B.Ed. curriculum. During the internship period, the students go to the actual school and experience how the school works and also do the work of teaching to the school students. The college already prepares the students to facilitate teaching in front of school students. First of all, micro teaching classes are taken in the form of teaching and re-teaching so that students can acquire mastery on the micro-skills required for teaching.

After learning the skills of micro teaching, students have to go to the actual school and take school practice lessons. By taking school practice lessons, students gain teaching experience and also increase their confidence in teaching. Faculty provides mentoring to students for microteaching skills and practice school lessons. These both activities are pre planning of internship program

Before starting the actual internship program, the college plans it properly. Eight to nine schools in the city are selected for the internship program. The principals of these schools are met and their permission is taken and then the students of the college are divided into groups of ten students per school and a group head professor is also appointed for each group of students. Before sending the students to the actual school for the internship, the college gives them detailed information about the discipline to be followed in the schools, the demonstrations to be completed there, the leave rules, the grading scheme for the internship. And then the student is sent to school for actual internship.

After joining the school for internship, students do the assigned practical work along with teaching. They are provided with stationery by the college to write the relevant practical work. In these notebooks, the students write all the work reports and during the internship period, the group head professors give them thorough guidance for the competitions to be held in the school, various cultural events, and the students complete the action research project under the guidance of the group head teachers.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

<p>2.5.1</p> <p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Response: 33.33</p>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

<p>2.5.2</p> <p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>Response: 75</p>	
<p>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Response: 3</p>	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 15.5

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

Response: 62

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers put-forth efforts to keep themselves updated professionally through various ways as mentioned below

- Most of the teachers had passed NET/SET/JRF examinations and prove their eligibility for the teaching profession
- Most of the teachers completed M.Phil and Ph.D. degrees
- Teachers attend national and international seminars for updating himself
- Teachers present research papers in national and international seminars
- Teacher publishes papers in state level, national and international journals
- Teacher works as supervisor, paper setter, examiner, moderator & online exam coordinator for university exams.
- Teacher delivers lectures in other institutes as a guest lecturer
- Teacher always organizes and participates in social and cultural outreach activities of college
- In pandemic teachers used digital and online platforms such as zoom cloud, google meet etc. for continue teaching
- As a guide of action research projects, the teacher works on current issues and hurdles in society or school education. And try to find causes and remedies on it with the collaboration of students.
- Teacher organizes various workshops in the college.
- Informal discussion with colleagues and students on current issues, government policies, its impact on society and on education is the part of regular teaching learning process.

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

2.6 Evaluation Process

2.6.1

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

Response:

An effective system of internal evaluation has been created in the college for the development of students. A total 20 tests are conducted in the college every year. For the first-year students, two tests for each subject (so 12 tests for six subjects). And for the second-year students two tests for each subject (so 8 tests for four subjects). The marks obtained by the students in these internal examinations are combined in the marks of the final examination conducted by the university and based on that the result of the examination is announced. The head of the examination committee is appointed by the college to plan the internal examinations for the year. The examination department and head of the examination perform the following tasks during the year.

- Compilation of information of admitted students for examination
- Informing students about internal examinations at the beginning of the academic year
- To fix the dates of internal examinations and make the examination schedule
- Informing the teachers about the internal examination and asking them for the question papers of the relevant subject
- Seating arrangement of students for internal examination
- Distribute the test answer sheet to the concerned subject teacher for checking
- Preparation of internal mark lists by obtaining answer sheets checked by subject teachers
- Fill online examination form of students for the final examination of the University
- Timely submission of examination form to the University
- Reporting the marks of internal subjects to the university online and offline.
- To inform the final examination schedule announced by the university on the notice board of the college and on the WhatsApp group of the students
- After receiving the final result from the university, distribute the result among the students

In this way, the college make efforts for the development of students by implementing a continuous internal evaluation process.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Aadarsh college of Education has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken.

Proper documentation are done related with the Grievances. We look up to the grievances in the following manner

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records). Types of internal grievances are

-Marks deduction due to not showing appropriate performance in any one of the assignments.

-Marked absent in the assignment

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are as follows;

Pre-Examination Grievances

- Different subject mentioned on the admit card
- Not getting Hall Ticket for the examination
- Candidate's Photo missing Candidate's Photo missing
- Name is not correctly written on the admit card
- Form Filling receipt not provided
- If I am late because I live outside the village, I will sit for another hour
- The college road is not maintained
- Exam hall ticket not received
- Books should be increased in the library
- Get the scholarship as soon as possible
- Education fee waiver should be availed
- My name is wrong in my result
- I will not be able to attend the internal paper due to illness

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

2.6.4

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

Response:

Before the commencement of the academic year, the institution prepares and publishes an academic Calendar containing the relevant information regarding the teaching-learning schedule (working days), various events to be organized, holidays dates of internal examination i.e. test and tutorials etc. As attendance is mandatory, the internship programme and practicals are followed by examination. The orientation and field work, practical and showcasing of practical earmarked meticulously. The Examination committee monitors the overall internal assessment process and moderation on if needed. The Head of examination ensures transparency and accountability in the conduct of Internal evaluation. Further at every step the following are ensured in compliance with the internal evaluation process.

Faculty

Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in the preparation of the format, content and approach. During the pandemic the faculty adopted diversified patterns of Internal assessment to ensure quality. The college preplanned to engage students for field work and research work with an access to institutions during internship programme.

Internship programs are scheduled at different levels and assess the student teachers' progress and improvement in teaching skills. Minor changes are made in the schedule date based on the request from the co-operating school. The in-house teaching and innovative teaching adhered to the schedule and were conducted online during the pandemic.

Whole year around test and tutorials continued in the college for internal evaluation of students.

Submissions

The dates of submissions of the practicals year wise, are clearly indicated in the academic calendar.

Students' participation in competitions, national, state festivals and other events are counted for the grading in co-scholastic domain.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching-learning process of the institution is student-centric with experimental participatory learning, problem-solving and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, and content skills with a required support system. Expected behavioural change defined in the course outcomes are mapped to programme outcomes to identify the differential improvement and final attainments that are sustainable, conceptions and perceptions about students learning from the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes formulated based on knowledge, skill and attitude to be developed, mapped to the programme outcome. Teaching process in the cognitive dimensions includes pedagogical interaction such as reflection on reading discourse, discussions, inquiry, participatory, collaborative and other approaches with ICT, strengthening the attainment in disciplinary knowledge.

The practical activities in alignment with PLO include assignment seminar presentations, observations journal study, lesson research etc. Which facilitates critical reflective thinking and communication. The project-based learning enables interaction with real-world experience enhances problem solving skills, sense of inquiry, teamwork ethical awareness and reasoning to strengthen pedagogical components.

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

Guest lectures expand the scope of the discipline knowledge and understand their applications to create a bridge between special schools and others, developing a sense of equity and exclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

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

2.7.2

Average pass percentage of students during the last five years

Response: 93.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	85	93	80	30

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

2.7.3

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

Response:

Program learning outcomes and Course learning outcomes of B.Ed. course are specifically and clearly mentioned in the curriculum provided by the university. The college makes sincere effort to ensure that these PLOs and CLOs mentioned in the curriculum are achieved by maximum number of students. For mapping out the level of achievement of students' system of internal examination, educational activities, cultural activities are followed by the college. Proper balance of practical work and theoretical

information has been maintained to develop various skills and abilities in the B.Ed. students.

Student presents the skill as a practical work or demonstration in front of teachers. Teacher examines and evaluates his activity and gives him proper feedback for more progress. Process of evaluation is carried out with the help of peers and expert subject teachers of school. Such type of multileveled evaluation system increases transparency and proves more helpful for student's progression

Proper records of the evaluation conducted by the college are maintained and this record is submitted to the university in the form of internal marks before the final examination. The extent to which a student has acquired knowledge of the course is evaluated through final university examinations. Final result of the student is declared by the university which indicates actual achievement of student in PLOs and CLOs.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 55.34

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

Response: 57

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

2.7.5

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

Response:

Admissions are given in the college only according to the merit list received by the Govt. of Maharashtra. The admission process is completely transparent.

A welcome ceremony is organized by the college for the students who have got admission in the college. In this reception every student is asked to tell his/her information including the student's education, marks obtained by him/her, special achievements, Information about the purpose of admission, his family background etc. information is gathered.

B.Ed. course is of two years duration. The university has adopted annual pattern for B.Ed. course

First Year Evaluation Scheme

1. In the first year, the students have to appear for internal examinations fixed by the university
2. The first-year exam carries a total of 1000 marks. Out of these thousand marks, internal examination and practical work is worth 420 marks.
3. For first year students Micro-teaching is a practical task of 80 marks in which the faculty assesses the teaching skills of the students
4. Tutorials of each theory paper are taken in the internal examinations. A total of twelve tutorials has to be given by the student for six subjects included in the syllabus. The college appoints an independent exam head to plan these examinations.
5. In order to pass the exam, the student has to complete the practical work of all the subjects in the syllabus. These practical tasks are evaluated by the teacher and these marks are included in the final exam.

The internal examination and all practical work are completed before the University Annual Examination after which students face the University Annual Examination.

Second Year Evaluation Scheme

1. B.Ed. 2nd year exam is conducted for 1000 marks. The college has to do an internal evaluation of 530 marks.
2. Second year students have to go to the actual school and take a total of 16 lessons with eight lessons from each teaching method according to their two teaching methods. All the lessons taken by the students are attended by the teachers of the college. Teacher observes every lesson of the students and thoroughly evaluated it. 100 marks have been provided for the activity of school practice lesson in the syllabus
3. Second year students have to take eight tutorial exams for four subjects.
4. An internship program has been included in the curriculum for the second year. The duration of this program is 15 weeks in which the student goes to the actual school and experiences school work. To complete the internship, the student has to complete practical work such as taking tests of school students, teaching them, conducting competitions, conducting action research projects, etc. All these practical tasks are completed by the students under the guidance of the teacher and all these practical evaluations are done by the teacher. The internship program is worth 220

marks.

5. Students are also required to complete practical work of four subjects of 20 marks each in the second year.
6. Evaluation of all internal examinations and practical work of the second year is completed before the final examination of the University

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.51

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

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

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

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	6	1	2

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

3.2.2

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

Response: 0.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3

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

3.3 Outreach Activities

3.3.1

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	2	3	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

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

Response: 66.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	180	163	172	80

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

3.3.3

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

Response: 72.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	00	188	164	102

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

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

Response:

(1) Swacchata Abiyan :- On October 1, 2018, (Mahatma Gandhi Jayanti) the college conducted a cleanliness campaign. Hon'ble Union Defense Minister Dr. Subhash Bhamre and other dignitaries were present. All the teachers and students took out a rally in the city and carried out cleanliness drives in public places.

purpose - awareness about cleanliness in the society and to inculcate the value of dignity of labor in the students.

(2) Statue Decoration: - On 13/01/2020 students & faculties cleaned and beautified the statues of legends of the city. The students and faculties decorated the statues of Chhatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Mahatma Gandhi, Shaheed Abdul Hameed Memorial, Mahatma Jyotiba Phule & Netaji Subhash Chandra Bose etc.

Purpose - To show gratitude for freedom fighters and social reformers.

(3) Tree Plantation: - 23/08/2020 was the anniversary of the Adarsh Shikshan Prasarak Mandal and the 78th birthday of the founder president of the institute. On this occasion the organization had planned a program to plant 3000 trees on the barren field.

Purpose - Environmental awareness in society.

(4) Education at Home: - In pandemic education of children was stopped. But the students of the college had taken up an initiative and organized a program called 'Holy River of education at doorstep'. The students facilitated the education to children in some houses in rural areas where the prevalence of CoronaVirus was minimal. This was an exemplary activity. This activity was conducted on 30/08/2020

(5) Elocution Competition: - Online elocution competition on thoughts of Swami Vivekanand organized on February 4, 2021

Purpose - to introduce & remember the thoughts of Swami Vivekananda.

(6) Awareness about AIDS:- On December 1, 2020, the college celebrated World AIDS Day. An online program was conducted on the topic of Causes and Prohibitions of AIDS. On this occasion, the faculties of the college informed the students about the disease and importance of preventive measures.

Purpose - To develop moral values and health awareness in youth.

(7) Human Chain for Sustainable Development: - On the occasion of 75th Indian Independence on 15th August 2022, the college organized the program 'Human Chain for Sustainable Development' in the city.

Purpose - To create awareness about sustainable development in citizens and students.

(8) Poster Competition: - The college organized a poster competition & its exhibition on 19 December 2022 under the Red Ribbon Club in which the students' prepared posters on topics related to AIDS.

Purpose - To create awareness about the prevalence of AIDS

(9) Cleanliness Drive: - On December 31, 2022, on the occasion of the Memorial Day of Matoshri Kamalabai Vispute students and teachers of the college cleaned all the religious places in the city.

Purpose - Create respect for dignity of labor religious tolerance in the students.

(10) Millets Food Stalls: - UNO has recognized 2023 as the International year of Millets for awareness about health and nutritional benefits of millets. The students had set up food stalls of millet dishes in the college on February 6, 2023.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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

3.4.2

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

Response: 5

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: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Bapusaheb D.D. Vispute College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute to the holistic development of the learner. The college has built up an area of 3664 square meter that consists of following

Classroom:-

All classrooms are spacious and well ventilated filled with a sufficient number of lights fans boards and other requirements college has 04 classrooms and ICT resource center 1 multipurpose hall and 1 seminar hall that supports the teaching-learning process. The campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinar presentation enabled.

Library:-

The college has one library associated with 'one library cum reading room'

Laboratories:-

The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions. The computer laboratory cum language laboratory is well furnished with a server and 20 Systems with high configuration and LAN connection.

Education Technology (ET) Lab:-

It has 1 overhead projector (OHP) OHP sheets, 02 LCD projectors, 02 Laptops audio visual equipment like tape recorders, Television CDs and DVD players microphones (Collar and Wireless) speakers, amplifier, cameras.

Psychology Lab:-

The psychology laboratory is equipped with tools and psychology experiment kits.

The infrastructure and other allied infrastructure of the college is well maintained and is optimally used.

Seminar hall:-

One seminar hall is filled with LCD which are used for the seminar workshop and another meetings.

Girls common Room :-

It provides female students a place to relax, study and have informal discussions in the free time available. Vending Machine also available.

Sports field:-

Play ground is available in the college for outdoor games and physical room also available for indoor sports activities.

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

4.1.2

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

Response: 40

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

Response: 2

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

Response: 5

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

4.1.3

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

Response: 44.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.80	00	4.80	4.80	4.80

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of knowledge. D.D. Vispute College of Education has a traditional library. The institution is not using any kind of software. In the institutions library is emphasized the storage and preservation of physical items, particularly books and periodicals in which the librarian is a custodian of the library. Information is physically assembled in one place; users must travel to the library to learn what is there and make use of it. In the institution for students teachers, ample books are available. Books are given to the students and then record is maintained.

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

4.2.2

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

Response:

The college library has no computer and internet facilities it has offline Librarian with reading room facilities. Details on the access to the staff and students are as follows. Access to the staff: Teachers and students use traditional method to use library to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of teaching aids, recent researches related to educational developments and educational complexities etc. But our college has internet facilities in computer lab & ET lab to access online materials which is useful for teaching learning process. Frequency of use: the library is used almost on each working day.

By Teaching staff : on as and when required basis. **By students :** on as and when required basis.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.48	0.45	0.42	0.65	0.45

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

4.2.5

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

Response: 21.01

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: 915

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: 853

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: 952

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: 804

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: 847

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are 2 LCD Projectors 02 Laptop, OHP, Camera. The office is furnished with high configured system, connected with internet and Wi-Fi and has Biometric system and close circuit cameras. Computer systems are upgraded as per there requirements of the college.

Computer cum language lab has a server and 20 system with Lan and internet connection.

Educational Technology (ET) Lab :- It is equipped with overhead projector (OHP) sheet, LCD Projectors Laptop and other audio – visual equipment one classroom have LCD projector with screen and audio system for Teaching – Learning purpose.

Teacher ask student to make use of their mobile phones for conceptual clarity. The Wi-Fi enabled building support and student 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 in the college, LAN and Broadband / Wi-Fi internet connection are connected to the principal cabin, staffrooms, guidance-counseling room in 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 presentation, 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 predominately windows 7 and windows 10, M.S. Office 2010.

During Covid 19 condition conferencing apps were installed to conduct online class smoothly zoom meeting were extensively used.

College possesses 20 desktop computers and server that cater to all the academic and administrative purpose through Local Area Network (LAN) equipped with internal facility. The Internet is facilitated through LAN and wireless connection.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.2

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

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 6.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	0.49	0.47	0.49	0.47

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

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

Response:

System and procedure for utilizing physical academic and support facilities are under the supervision of the principal and the concern lecturers.

Classrooms and Building Maintenance :-

Physical infrastructure is well maintained and upgrade with necessary requirement to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumber electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal and campus maintenance is done.

Garden is maintained with rich source of the plants that adds to the aesthetic beauty 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 and website computers through annual maintenance contract.

Library :-

The Library is stocked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up.

Library rules and procedures follow are as follows;

- Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card.
- At the end of the academic period borrower cards shall be returned to the library.
- Withdrawal of books and other reading materials which is not useful for current references is done on regular basis.

Care of library books – students are required to handle the books / journal very carefully marking with pencil, writing or highlighting tearing the pages or mutilating the same in any other way will be viewed very seriously.

Computer & Software:-

Maintenance of computer (Hardware & Software) updating software related to administrative and over maintenance of campus infrastructure. Annual maintenance for Computer, Printer, Software, CCTV, Fire extinguisher garden & Security are in place.

Website :- Website is maintained and updated as per NAAC requirement.

Sports :- Sports cells looks after maintaining the sports ground and sports equipment and organizes

various indoor & outdoor sports competition for college student.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 7.67

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	6	11	10	5

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

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

Response: 3.88

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

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

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

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

5.2.3

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

Response: 5.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	7	2	4

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

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student Council

Students are the main focal point in the college. The college conducts various educational and social activities for the development of students. Along with that, a student council is formed in the college to solve the problems faced by the students in a proper manner and in a short time and also to guide the students.

Formation of students' council

The college students are important part of the student council. Male and female students are represented in this committee and their status is as member of this committee. Two faculties who wish to serve in the student council or faculties nominated by the principal are members of the student council. principal of the college play role of patron of student's council.

Functions of students' council

Student council meetings are held regularly to discuss in detail the problems faced by students regarding coursework, study and other matters and also focus on immediate resolution of students' queries. Active participation of students in the administration of the college is achieved through the Student Council.

Eligibility for member of students' council

Members of student council should fulfil following conditions

1. Student should be regular and his or her percentage of attendance should more than 75%
2. Good conduct in the college
3. Active participation in co-curricular and extra-curricular activities

Rules regarding cancellation of student council membership

The membership of the Student Council shall be revoked if

1. The persons appointed as members of the Student Council are absent in the meetings of the Student Council without any valid reason.
2. Misbehaviour or violation of rules and discipline of college by members.

College always focusses on overall development of students. Leadership is the major component for personality development. Student Council offers chance of leadership to students and positive attitude towards team work is getting develop in students.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	2	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association means that association which consists Graduates or those who after completing education in that particular college consist in the alumni organization.

Alumni plays an important role in institution's progress. Institution's reputation and standard has doubled because of them as well as they work to motivate, to guide, help to the, present enrolled students. Alumni association helps to the students to build a good rapport between students, to exchange intellectual thoughts. As a result, these students easily cope up in future job, job opportunities, and get easily guidance.

Bapusaheb D.D. Vispute College of Education caters a platform to the alumni to express their thoughts, to guide the students, to help these students at the educational, economic and commercial level. In Bapusaheb D.D. Vispute College of Education keeping this view in mind established the Alumni in the institute.

Alumni Organization

Bapusaheb D.D. Vispute College of Education 's Alumni has set objective to guide the students, to develop occupational integrity towards one's job, as well as to give more information about career and occupation. In the Institution every year organized Alumni Meeting conduct. At the same meeting 'Alumni Organization ' establishes. In the institution Alumni actively works but unfortunately yet alumni association's registration has not been done. But very soon we are going to do registration.

Every Year in the Institution alumni association's meetings has been conducted. This meeting Every year been conducted in various classrooms. Hence the students can discuss. They can, prepare a plan for future and can implement these plans with the help of the faculty.

Alumni Association's aims and objectives

- 1) To keep in touch with all ex-students.
- 2) To keep in touch with institution.
- 3) To contribute in the development of institute
- 4) To guide newly enrolled students.
- 5) To guide about recruitment and Career.

In the institution We always try our level best that the alumni association should work actively. That's why our institution time to time invite alumni in different cultural and academic programs as well we help the students to build a good rapport with alumni.

In Bapusaheb D. D. Vispute College of Education before establishing alumni organization we provide ex-student registration form and they filled them via offline. This process is free without any single penny. Also, the instructed students can participate in the association. Very soon we are going to start online Alumni registration. The present Alumni should active in social media So the institution motivate the alumni time to time.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**

6. Financial contribution

7. Placement advice and support

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

In D. D. Vispute College of Education, Alumni works actively this is a proud thing for college. Alumni prepares a good rapport in college among Lecturer, parents, and students and does influential work among them. Hence every year Alumni motivates students, through sharing their experiences and guide students about future opportunities to make career.

Every year in the Institution One or Two Alumni meetings been conducted. In this meeting ex-students meet with each other. In this meeting alumni get felicitate by the institution. Alumini gave some gifts to the college and the college also falicitate them by presenting something as a token of love for them. Students recalls their past memories. For the alumni meeting, institute provides venue. In this association, institute appoint one lecturer as advisor. In Alumni Association meeting various issues discuss like basic suggestions about the facilities available in the institution, student parenting, career guidance and through these discussions they suggest new activities for the students development.

Alumni also helps economically poor students and provide them facilities. This association conducts various lectures on Communication skill, on Competitive exam after completion of education etc. Alumni also do a session of Group discussion and understand the nature of their problems and always try to resolve them.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In D.D. Vispute College of Education's administration works on three fronts. At First Front President and Secretary of the college looks into the infrastructure issues, as well as the bigger issues like economic expenditure, construction related and policy-making decisions are taken by the president and secretary of the college.

On the Second front, the principal looks into affairs like in general administration, and the examination department, finalising the dates of internal examination, hand over the departments to faculty like micro-teaching practice lessons, internships etc.

On the third front, they work on forming different committees like the IQAC, CDC committee, Student Council, Vishakha Committee, Women Grievance Redressal Committee, Anti-ragging, Prevention of Sexual Harrassment Committee, SC/ST/OBC/Minority Cells so on also they appoint the members like principals, faculty and students in these committees.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. IQAC initiates the process of organising seminars, webinars, in the area of teacher education for quality and delegates responsibility to the concerned faculty for further designing and implementing

them members of the IQAC suggest and pave way for achieving benchmark to be facilitated by the governance and the faculty.

Governing Body -It is an Apex body to scrutinize and approve the minutes of their statutory bodies.

Principal -Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaboration approach staff meeting are organised to discuss circular and co-curricular activities to take decision collectively communicating and accelerating the process of progress. On the Second front, the principal looks into affairs like in general administration, and the examination department, finalising the dates of internal examination, hand over the departments to faculty like micro-teaching practice lessons, internships etc.

Faculty - On the third front, all the faculties work on different committees like the IQAC, CDC committee, Student Council, Vishakha Committee, Women Grievance Redressal Committee, Anti-ragging, Prevention of Sexual Harassment Committee, SC/ST/OBC/Minority Cells so on also they appoint the members like principal, faculties and students in these committees.

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

6.1.3

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

Response:

The institution maintains transparency in its financial, academic, administrative and other functions by following below mentioned measures

Financial transparency

Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year.

Academic transparency

Academic transparency in colleges starts with the admission process of students. The admissions to the college are given as per the merit list provided by the Government of Maharashtra. All rules of Govt are strictly followed while giving admission. Every meritorious student is judged. After the confirmation of admission, the student has to complete various practical tasks like micro-teaching lessons, school practice lessons, internship programmes etc. All the practical tasks are given written feedback by the faculty of the college. So the student can estimate his progress. Tests and tutorials are conducted in the college and their marks are communicated with the students. Those marks are included in the final result of the university in this way the college keeps complete transparency regarding the internal evaluation of the students.

Administrative transparency

The administrative work of the college is done at three levels. The president and secretary of the college look at the first level administration system, the principal of the college looks at the second level administration system and the heads of the various committees formed in the college like examination committee, internal quality committee, cultural work committee etc. are the important part of the college administration. Although the administration has been decentralized for the convenience of administration, administrations are fully democratic. While taking any decision regarding the college, the president, secretary, principal of the college and heads of various committees in the college take the final decision only after constantly exchanging ideas with each other. Therefore, transparency is observed in the administrative work as well.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

For the effective educational process college makes strategic plan and takes effort for its proper deployment as mentioned below;

An academic calendar is prepared at the beginning of every academic year for effective and successful completion of the academic and administrative work of the college. The academic calendar of the college is the annual planning. It plans the duration of micro teaching lessons, duration of school practice lessons, duration of internship and internal examination. Cultural programs are also planned along with educational activities. Every effort is made to complete all the work on time as per the pre-fixed plan. Along with the annual planning, the daily schedule of the college is also made so that the daily operations are also carried out in a planned manner. Practical work and lectures are planned in the daily

schedule. The academic calendar and daily schedule of the college is also kept in front of the students, so students get more participation in the planning of the college.

IQAC meeting of the college is held at the beginning of every academic year in which all the matters as planned in the previous academic year have been successfully completed or not? Pros and cons are discussed on this. What are the obstacles for a pre-planned plan? What measures should be taken on it? Decisions are taken in this regard.

The institution's strategic plan is developed i.e. open to change and responsive while still maintaining the vision and mission of the college. In this regard the principle is the pillar of strength in leading the way forward and giving credibility to agreed plans, confidence in all constituent groups providing clear directions following through with the plans to ensure the agreed objectives if the strategic plans were met on a regular basis the principle involves on a one to one basis in

1. Planning and execution
2. Operation and management
3. Communication of the changed plan
4. Institutional profiling
5. Identifying detailed objectives and actions.
6. Financial Planning

During the pandemic, the principal has been the force behind the transition from an offline mode to an online mode to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules regulations and directives of conduct by higher education, it often meant preparing the academic calendar without compromising on time duration content and quality whilst providing educational services.

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

6.2.2

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

Response:

Policies adopted by the college

In order to maintain the academic quality of the college and to create a better educational and cultural environment for the development of the college, the college has determined some policies. These policies

are strictly followed by the college as follows

A tobacco-free educational campus

Plastic free educational campus

Anti Ragging Policy

Policy on Safety and Dignity of Women

Policy on Protection of Rights of Backward Classes etc.

Administrative management

The president, secretary, principal and heads of various committees formed in the college are involved in the administrative work of the college. For the smooth running of the academic work of the college, various committees like time table committee, examination committee, internal quality committee, college development committee, student development committee etc. have been formed in the college. The responsibilities assigned by the college to each person concerned with the administration are effectively and efficiently discharged by the person concerned

College Recruitment Policy

To appoint principal, assistant professors in the college, first approval is required from the university. After the university approves the recruitment, the advertisement for the respective post is taken out and the advertisement is sent to the university for approval. While issuing the advertisement for the post, the rules regarding reservation decided by the government are strictly followed. The recruitment advertisement is published in local and national newspapers. The date of final interview is fixed by the university. The committee of subject experts is nominated by the Hon'ble Vice Chancellor of the university. Candidates selected by this expert committee are assigned to the college. But the colleges have the right to fill up the posts on a temporary basis or for one academic year only.

The college has a well defined organisational structure to ensure efficient management through effective decision making. The main bodies that have been constituted formulate, and execute strategies plan based on this vision and mission. The society chapter provide policy framework and direction for the functioning of the institution the role and responsibilities of various bodies are also clearly defined ensure transparency and accountability to achieve the society objectives and institutional vision and mission.

Admission -The principal and the administrative staff oversee the admission process adhering to the B.Ed. CET norms University guideline after the centralised counselling.

There are various committee with well defined function that give academic and administrative leadership to the institution. A committee comprising of administrative staff and faculty members involved in the planning and implementation academic audit and evolution and optimum level of the decentralisation is practiced through the autonomous flexibility and participative decision making process.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

Institute has a structure that embodies various committee bodies and cells. Their composition is in the college for transparency. Delinieating the goals, objectives, student competencies learning experience, instructional strategies, resource and assignment as envisaged in the institution strategic plan. The operation are carried out through regular meetings the meeting are minuted in detail in the specific minutes book subsequent to the meetings the minutes are signed by all the attending members and the resolution decision so passed are extrapolated into a plan of action in the strategic plan. During teaching learning section lectures make extensive notes of changes that are observe various tasks as a result of classroom transaction driven by student experience that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum based on its benefits to the teaching learning process.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare schemes implemented by the college for teaching and non-teaching staff

The college always encourages the teachers to do research and other studies in order to complete the research work of the teachers in the college successfully and effectively three professors of the college were given one month study leave for Ph.D. research and an incentive allowance of Rs.10000/- each was also given by the college to contribute to the research work.

Fees for Paper Presentation, Refresher Course, Faculty Development Course is paid by the college.

In order to provide financial stability to the employees, the college has provided a provident fund which is deducted from the salary of each employee.

The teachers of the college are working on various committees of the university such as subject experts in the selection committee of the university, examination committee, members of the local inquiry committee of the university and chairman of the local inquiry committee, member of the board of studies of the university etc. management of the college always grant permission for the same.

College professors are allowed to do CAS by the university

Personality development workshops are organized by the organization for the personal and professional development of the employees

As the atmosphere in the college is stress-free and playful, all employees can express their opinions and ideas freely and implement them.

Uniforms are provided by the college to the employees.

Welfare schemes implemented for non-teaching staff

Provident fund protection is also provided to the non-teaching staff of the college.

Along with teaching staff, non-teaching staff also participate in personality development workshops.

Due to the respectful treatment given to the non-teaching staff as well, the persons in these positions can also express their opinions and ideas freely and implement them.

Peon and security guards are provided with uniforms by the college.

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

6.3.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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

6.3.4

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

any other similar programmes

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	2	0	0

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

6.3.5

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

Response:

The college has the systematic general process to assess both teaching and non-teaching staff job performance and productivity in accordance with the college's program educational objectives. In addition to the actual performance, the overall institutional mission and vision are considered. At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution. Further, at the end of the session, a team consisting of the principal and staff goes through the feedback form collected from the students and suggests suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback is collected from each department, and appraisals are given.

Qualitative and quantitative parameters adopted for teaching faculty appraisal are:
Effectiveness of academic deliverance -

It is evaluated on the basis of teachers' academic deliverance in the B.Ed. program, daily attendance record of students, course development and management coordination with students in terms of subject deliverance, class activities, lab-related practical work attendance issues, etc. in due timeline, and mentoring in co-curriculars like college events, workshops, effectiveness of academic management, coordination, completion of additional activities allotted in due timeline.

Academic development, as well as college initiatives, are taken into other departmental functions as a whole. Qualitative and quantitative parameters are adopted for the non-teaching staff. All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are

assessed under different categories departmental and cell activities and administrative coordination industry interaction academy management self development discipline and efficient organisation of work assigned and technical abilities the over all assignment is based on the cultivative grade by the reporting which is then forwarde to the person by the forwarding official on satisfactory performance the performance appraisal system has significantly help in the evolution of the performance of employees the in motivating them analysing their strength and weakness and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year.

As per rules and regulations of University it is mandatory for every affiliated college to submit audit report of concern financial year along with other documents to get affiliation for next academic year. Every year college completes this procedure to get affiliation. College follows Voucher system to keep track of every transaction it proves helpful for internal audit.

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

6.4.2

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

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.04	0	0.04	0

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

6.4.3

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

Response:

Expenditure on salary payments

A major part of the income of the college is spent on the salary of the employees. Since the college is an unaided and self-financed college, there is no financial support from the government or the university for the salary. Also, some amount from the provident fund of the employees is also given by the college.

Educational expenses

The college does not allow a shortage of funds to carry out the academic work of the college. Some part of the income of the college is spent on educational activities. For example expenses for stationery, Computer Repair Expenses, book purchase, Incentive allowance given to teachers for research work, Travel allowance and food allowance etc. given to the employees for going to university.

Other expenses

- Light bill of the building
- Expenditure for maintenance of park
- Expenditure on building maintenance
- Property tax and water tax
- Maintenance of playgrounds
- Expenditure incurred for cleanliness of premises
- Expenditure on purchase of furniture and other materials
- Expenditure incurred on repair works
- And expenses for cultural programs organized by the organization etc.

The college offers B.Ed. program and it is self financed. Our college B.Ed. course is run with funds from student tuition fee. In addition to this the college has unaided faculty. Salaries are paid by the institutional student tuition fee etc based on the above modalities funds allocated or salaries towards development of the college and maintenance the strategy makes again between external funding challenges and the continued internal improvements necessary to achieve the objectives the institutional body and the financial committee have mandated the college with certain financial parameters for operations. Optimum utilisation of assets that is land building equipment furniture etc conduct feasibility studies before the implementation of any new endeavors emphasizing quality.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Bapusaheb D. D. Vispute College of Education aims at empowering and being a teacher training institute objective is to provide best possible opportunities to student teachers for their holistic development to serve the society after completion of the course establishment of IQAC is concrete step towards development of student. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of student. In this regard IQAC of the college was constituted for five years under the of our principal. To ensure clarity and focus in the college functioning towards quality enhancement through different strategies the IQAC was constituent to develop and awareness system for consistent improvement in the overall performance of institutions related to the academic and administration.

Process Adopted by the IQAC of institute -

College IQAC function actively in improving the quality of education, teaching learning process and learning outcomes by internalising policy and procedure of these quality strategies. The Quality strategies and process used are; to improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome. Updating infrastructure or facilities including physical facilities, Computer and ET Lab facilities, library facilities with WiFi integrations to strength support system.

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

6.5.2

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

Response:

The following measures are adopted to regularly monitor and evaluate the day-to-day teaching and learning activities of the college

Efforts are always made by the principal and teachers of the college to implement an effective teaching and learning process to maintain the academic quality of the college.

After each lecture, the teacher gets informal feedback from the students.

The atmosphere in the college is kept stress-free so that the students can freely express their problems or complaints regarding studies and teaching.

Teachers regularly interact with students regarding educational and cultural programs.

Various workshops are organized in the college to enhance the quality of students

Examinations are conducted by the college to evaluate the study level of the students

Teachers guide and encourage students to read reference books for more in-depth and effective study. Students can communicate easily and freely with the Principal of the college and the management committee members of the college regarding the study and teaching process in the college. The study and teaching process implemented in the college is reflected in the final result of the university. For the past several years, most of the students in the college are passing the university examination with good marks and the count of fail students is very low. This indicates a quality of teaching learning process in the college.

Adarsh Shikshan Prasarak Mandal, Bapusaheb D.D. Vispute College of Education is organising different programs in the academic year of teaching learning process. Students have to participate in different curriculum activities. Learning teaching method is equally important. In this method full syllabus is taught in the class. Micro-teaching an important task that is teaching and reteaching is done in which student practice for five minute teaching task and learning each and every skill. In this different points they discuss that is explanations skills question skill, blackboard writing, stimulation, and integrated lesson along with these they also practice psychological practicals. Practical base question are practice for the school practicing lessons they take lesson in the selected schools and they complete their teaching method for the second year inter school internship program are conducted which include debates, drawing, cultural activities in which student participate and complete their practicals such as book detailing, objective skill, daily manual, different project are completed. Letter on the exam is conducted base on the particular activities and those the learning teaching process of the student is completed.

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

6.5.3

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	3	5

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

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

6.5.5

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

Response:

One of the main function of the IQAC is to review the teaching learning process structures and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the institution. Under the IQAC of Bapusaheb D.D. Vispute B.Ed. College adopted to learner centric approach regarding teaching learning processes and has designed the policy to access and evaluate it intermediatenly accordingly it provides support and guidance to the faculty. Teaching learning activities are improvised modified after taking the review and suggestion are implemented as per the need the IQAC has designed gradual attributes like academic excellence communication skill, personality development leadership and global citizenship .To achieve learning outcome the IQAC periodically review the teaching learning process and suggests gradual and regular expansion of upgradation and addition of the requisite material equipment infrastructure etc.IQAC constituently work towards implemental strategies to make the functioning of the institute effective and smooth this strategies effectively work in line with changing need of the industry and students.

These process is prominently evident through the following examples.

MoU's with organisation for hand holding in quality assurance -

Bapusaheb D.D. Vispute B.Ed. College established a number of MoU with varied organisation schools on the suggestion of IQAC to assure the quality of education. The institute constituently worked upon establishing the MoU Bapusaheb D.D. Vispute B.Ed. College signed memorable of understanding with the following organisation.

- 1.O. K. Gindodiya madhyamik vidyalay Dhule.
- 2.Dudhodiya madhyamik vidyalay Dhule.
- 3.Parivartan madhyamik vidyalay Dhule.
- 4.Yashwant Vinayan Mandir Dhule.
- 5.BapuSaheb D.D. vispute madhyamik vidyalay Dhule.
- 6.Taisaheb kamalbai D Vispute primary school Dhule.
- 7.Kendriya anudanit aashram School War.Dhule.
- 8.N .D .Patil madhyamik Vikas vidyalaya Dhule.
- 9.Maharana Pratap Madhyamik Vidyalay, Dhule
- 10.Dr. Babasaheb Ambedkar Madhyamik Vidyalay, Dhule

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Bapusaheb D.D. Vispute College of Education Dhule is committed to constant improvement in its awareness as part of a wider commitment to substation ability and social responsibility. Student are not only oriented during the induction program on the endeavors towards sustainable living but also throughout course work in the concept of sustainable development and living is integrated into all the courses activity. Student through the various club activities is also involved in the decision-making process so that sustainable practices can evolve reflecting emerging need to the environment and protection science club member remind one another regarding plastic free campus from time to time a green audit is in practice to streamline the way of energy conservation student change to see that all appliances and light are switch off when not in use. The building construction of the college is east and west facing to take maximum benefit of natural sun light and blowing air. Every class room, lab, cabins are with large windows for proper ventilation. Guidelines for energy saving activities are published in building.

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

7.1.2

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

Response:

Waste management policy statement the institute has a policy whose underline philosophy is sustainable waste management by increasing resource efficiency and harmonizing the relationship between society environment and economy .The college plan of action includes and essential role in sustainable development by not only preparing student teacher for professional success but also by harbingering in them of civic beauty and citizen of the society The college itself is experimental lab of sustainable culture The waste management team consist of all the staff members including students.

Waste management - Because of large building and huge count of visitors large amount of waste produces in college every day. Rather to throw it outside, college prepared a pit at the corner of ground

where all biodegradable waste collects every day. Afterwards compost making process is carried out on it. And this compost is used as a natural fertilizers for garden and lawns of the college. The college has implemented solid waste management measures to convert solid waste into valuable resources guideline are disseminated to student with regard to proper waste discard further sign boards are installed at various place and the student are briefed on the college.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Cleanliness: The institution is supported with an effectively contingency staff meticulously working towards keeping their campus clean. Saturdays are allotted for cleanliness drives in classrooms, labs, corridors, drills, and windows mopped thoroughly.

Sanitation: Institution ensures 24/7 water supply to all the washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied everyday air freshness are placed to give an aromatic fragrance. Adequate number of washrooms, restrooms are provided for staff and students. As a part of science club activities, the students design posters and banners sensitizing their peers regarding protocols, thus bringing, significant, behavioral changes.

Green Cover and Pollution free environment: A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address to these issues, a green greenery is grown around the campus with a number of species of plants. Regular pruning and trimming are done to be maintained by a designated gardener and keen observation by the principal. Inside campus a garden is maintained with over a variety of shrubs, plants and flowering creepers adding to the serene atmosphere.

A large area is kept in its pristine nature are some trees to provide green coverage to the open land. The boundary walls in this area are painted with ecological messages. These messages act subconsciously to the students to embrace values such as sustainable living. Protecting the environment and so on. When the garden is full of bloom, it creates a serene and picturesque view with the sense of mental bliss.

The open to sky atrium is also maintained regularly and used for open-air activities. The library which is the hub of knowledge acquisition and learning is kept clean and dust free. The book racks are dusted regularly sometimes books are shifted according to its subject entries into new cupboards and shelves.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 1.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0.10	0.10	0.10	0.10

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

7.1.8

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

Response:

INSTITUTION PUTS FORTH EFFORTS LEVERAGING LOCAL ENVIRONMENT, LOCATIONAL KNOWLEDGE AND RESOURCES, COMMUNITY PRACTICES AND CHALLENGES

Adarsh College of Education, affiliated to KBC NMU University, Jalgaon is located at the prime location providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

LOCATIONAL ADVANTAGES:

1. Sufficient Green Area in vicinity of college
2. Community Park in Proximity
3. Easy Accessibility to College with Connectivity via Public Transport

4. Police station is located in a range of 500m for safety and security purposes.
5. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.
6. Utmost care is taken to maintain cleanliness and greenery in and around the college.
7. Many awareness programmes are organized for public awareness.

List of Efforts put forth by Institute leveraging local environment, locational knowledge and resource, community practices and challenges:

Sr.No.	Issues Addressed	Initiatives to address Locational advantages
1	Proximity to almost all commuting- Access to students from rural areas	Students avail the Easy access to all transport means 1. ST bus and public transport. 2. For travel a Girl child finds advantage while selecting the college for their higher studies. 3. A segment of students are
2	The college being close to many schools in the area with sufficient resources to provide optimal exposure to students.	Students have easy access for 1. Observation of classroom teaching 2. Internship in the schools to practice skills learnt 3. Teaching Practice in the school to deliver lessons.
3	Police Station in close	The Police Station is located in a range of 2km for any issue in a safety context.
4	24/7 CCTV Surveillance covering roads on all sides of	College helps the community keeping an eye on each activity happening in the locality assisting in maintenance of law and order
5	Parking Facility in the premises	College offers its own parking space inside the college premises avoiding any tussle with locals and community for parking.

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

7.1.9

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: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Bapusaheb D.D. Vispute College of Education constantly works towards excellence in education and for the welfare of the students. Students are associated with the Bapusaheb D.D. Vispute family. We

endeavour to offer the best experiences to students and involve them in all the activities at D.D.Vispute College of Education., We have all our practices at best but to list any two practices considered the best practices of the institution. The following is the list.

Best Practices

Title of the Practice

1) SPOKEN ENGLISH

Objective : (i) pronounce English Correctly and intelligibly;

(ii) use the appropriate word stress, sentence stress and elementary intonation patterns;

(iii) speak intelligibly while making statements, asking questions, giving instructions and commands, and reporting events.

The Context

Speaking English Skill is a basic need in this 21st Century. English is a global Language, Connecting language. It connects two nations. A person who is fluent in English can survive anywhere in the world. Hence D D.Vispute College of Education puts this into consideration and plans a one-month course to instil this skill in teacher trainees so that they can become confident.

Practice

D.D.Vispute College of Education adopts a rigorous and well-planned spoken English Course for B.Ed Teacher Trainees by planning a proper syllabus. This Course is organised each year. Students enthusiastically participate in the workshop and learn English.

2)Statue Decoration

Objective Of The Practices

1) To create respect for the freedom fighters in the mind of the Students.

2)To develop leadership quality in students.

3) To create awareness about Cleanliness

4)To give information about freedom Fighters.

Context.

To instill the moral values like patriotism Statue Decoration is very important in today's hustle bustle of daily life.Bapusaheb D.D.Vispute believes in instill moral values in students. Institute knows today's Students are tomorrow's teacher. Hence teacher will leave the same legacy to future generation.

Practices

Institute always prefers morality and constitutional values. By keeping the thought of social responsibility in mind every year all statues of the city are decorated by students. For this event dignitaries of the city like officers, social workers, academicians, award winners, politicians are invitees. As an organizer of this social programme institute has created a special identity in society.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision, mission and objectives of the institution point towards a value-based education based on the curriculum of the affiliation K.B.C.N.M. University Jalgaon. The College has a strong bonding with the local people. This includes several minorities and marginalized section students. The college successfully implemented the annual pattern. The focus is on skill development and career-oriented programs through value-added courses. Special attention is given to weak students, especially those belonging to ST/SC/OBC and minority cells. The college caters to the needs of rural students also.

The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavours to provide such girls with a good platform to exhibit their talents in different activities in the college. A Sanitary vending machine has been installed in the college, for the safety of the girls the college has appointed one security guard.

Through proper planning and strategies the institution focuses at delivering to its best ability to the vision of the college, our college believes to prepare the teacher trainees for their life and make them successful. Our college believed in the philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent. So special efforts are made in this context. In our institute students from a diverse socio economic and academic background are enrolled annually.

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

5. CONCLUSION

Additional Information :

Aadarsh Shikshan Prashasak Mandal is well known educational organisation in the Maharashtra state. Branches of this organisation are spread at Navi Mumbai, Pune, Aurangabad, Buldhana, Nashik and in Dhule city. Bapusaheb D.D. Vispute college is the part of this organisation situated at Dhule city. In Dhule city organisation runs pre-primary school, primary school affiliated with state board and CBSE board. Organisation also have high school and junior college along with this some professional courses like agriculture dairy diploma, polytechnic institute is also part of the organisation. It should specifically wish to mention that Ashram school run by organisation funded by central government had got ISO certification and award of best school from government. This school teaches especially poor students and provides accommodation facility also. Organisation works from KG to PG so wide range of educational work is done by the organisation.

Concluding Remarks :

Adarsh Shikshan Prasarak Mandal is the well-known educational organization in Maharashtra state. And Bapusaheb D.D. Vispute B.Ed. college is the part of this organization. College situated in Dhule city.

The College is affiliated to K.B.C. North Maharashtra University, Jalgaon. Syllabus and curriculum are designed by board of studies of the University which is implemented by college. In the curriculum of B.Ed. there is a proper balance of theoretical and practical tasks for all round development of students. A vast diversity is appearing in admitted students this diversity can be categorized as type of domicile, medium of education, socio economic status, stream of specialization etc but all faculty members use their expertise to fulfil learning needs of each student. Teaching learning process of college is carried out such a way that it takes ideal for all students. College always participates in various types of social & cultural programmes which are useful for students and for society also. College has good infrastructural facilities with various labs, seminar halls, conference hall etc. All stakeholders of the college like members of management council, teaching staff and non-teaching staff play their role efficiently to achieve objectives which are stated in the vision and mission of the institute. We follow the policy of decentralization in governance and according to it every member of college remembers his own duties and responsibilities. At the time of taking every decision and adopting any policy priority is always given to faculty empowerment and student support. Institute always prefers morality and constitutional values. By keeping the thought of social responsibility in mind.

Faculties of college are highly educated and work on various committees of the university. College always focusses on all round development of students. College maintained stress free and friendly environment with best work culture. Most of the students admitted in the college are from tribal, remote areas or from hilly areas with low socio- economic background. College always provides academic and emotional support for such students.

6. ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4	4	4	4	4	2022-23	2021-22	2020-21	2019-20	2018-19	4	4	4	4	4	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	9	9	9	9	9
2022-23	2021-22	2020-21	2019-20	2018-19																																					
4	4	4	4	4																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
4	4	4	4	4																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
12	12	12	12	12																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
9	9	9	9	9																																					
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: D. Feedback collected</p> <p>Remark : DVV has made the changes as per shared report.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	156	139	131	104

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	78	78	61	70

Remark : DVV has made changes as per the report shared by HEI.

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

2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	2	0	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : A. Any 5 or more of the above

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

	<p>Remark : DVV has made the changes as per shared report.</p>																				
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 6 Answer after DVV Verification: 5</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.3.2	<p>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</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	1	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	5	5	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	1	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	5	5	0	0																	
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report.</p>																				
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 																				

	<p>3. Discussion on recent policies & regulations</p> <p>4. Teacher presented seminars for benefit of teachers & students</p> <p>5. Use of media for various aspects of education</p> <p>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared report.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 6 Answer after DVV Verification: 9</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above</p>

	<p>Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 44 Answer after DVV Verification: 62</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1	3	2	2	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	2	2	3	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	3	2	2	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	2	2	3	2																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
345	163	35	180	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	180	163	172	80

Remark : DVV has made changes as per the report shared by HEI.

3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>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 Answer before DVV Verification : 9 Answer after DVV Verification: 5</p> <p>Remark : DVV has made the changes as per shared report.</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1256 1046 1391"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4.80</td> <td>00</td> <td>4.80</td> <td>4.809</td> <td>4.80</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1469 1046 1603"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4.80</td> <td>00</td> <td>4.80</td> <td>4.80</td> <td>4.80</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4.80	00	4.80	4.809	4.80	2022-23	2021-22	2020-21	2019-20	2018-19	4.80	00	4.80	4.80	4.80
2022-23	2021-22	2020-21	2019-20	2018-19																	
4.80	00	4.80	4.809	4.80																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4.80	00	4.80	4.80	4.80																	
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1962 1046 2096"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.53</td> <td>0.49</td> <td>0.47</td> <td>0.49</td> <td>0.47</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0.53	0.49	0.47	0.49	0.47										
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.53	0.49	0.47	0.49	0.47																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.78	0.49	0.47	0.49	0.47

Remark : DVV has made changes as per the report shared by HEI.

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 : 4

Answer after DVV Verification: 4

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 : 3

Answer after DVV Verification: 0

Remark : DVV has made changes as per the report shared by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	2	3

Remark : DVV has made changes as per the report shared by HEI.

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 : DVV has made the changes as per shared report.

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: D. Any 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

Remark : DVV has made changes as per the report shared by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
110	80	100	90	112

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>204</td> <td>204</td> <td>194</td> <td>173</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>103</td> <td>100</td> <td>93</td> <td>80</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	204	204	194	173	120	2022-23	2021-22	2020-21	2019-20	2018-19	101	103	100	93	80
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
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2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14.57</td> <td>5.64</td> <td>32.88</td> <td>9.40</td> <td>12.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12.23</td> <td>4.96</td> <td>10.15</td> <td>8.09</td> <td>7.82</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	14.57	5.64	32.88	9.40	12.07	2022-23	2021-22	2020-21	2019-20	2018-19	12.23	4.96	10.15	8.09	7.82
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