SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VASANTRAO NAIK ADHYAPAK MAHAVIDYALAYA, SHIRUR TAJBAND

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vasantrao Naik B.Ed College is affiliated to Swami Ramanand Teerth Marathwada University Nanded. It is located in the rural area named Shirur Tajband in Latur district. Prime location of the college is on the Latur-Nanded national highway number 361. The college has easy access able connectivity of Maharashtra State Road Transport. It is a cell Finance College governed by Bal Bhagwan Shikshan Prasarak Mandal, Ahmedpur. Vasantrao Naik B.Ed College is known as the best college of education in this area.

The college has well qualified functioning faculty members. The various committees and cells are working under the guidance of representative management body principle and eminent personalities. Staff member students and alumni are the part of committees and cells. Vision, mission and objectives of the College are unique. It contributes to the field of education to create a strong foundation for your college's identity. Develop a comprehensive curriculum planning that aligns with modern educational trends and standards. The college offers a range of programs, courses, and specializations that cater to diverse educational needs.

Our institution Ensure that the college has appropriate physical and technological infrastructure to support both teaching and learning activities. This includes classrooms, laboratories, libraries, and online resources. It creates a strong brand identity and develops marketing strategies to showcase the unique aspects of your College of Education. Utilize various channels, including social media, websites, and networking events. Establish MOU partnerships with local schools, educational organizations, and relevant industries. This can enhance the practical exposure and real-world experience for your students. College offers comprehensive student support services such as counseling, career guidance, and academic assistance. A strong support system can contribute to student success and satisfaction.

Our institution organizes events, seminars, workshops, or conferences related to education. This can help create awareness and attract potential students, educators, and stakeholders. Regularly assess and improve the college's offerings based on feedback from students, faculty, and industry professionals. Adapt to changing educational needs and trends. The college has been imparting quality education to fulfill the responsibilities as equal contribution towards nation building and making India global under the guidance of teachers.

The success of a College of our institution depends on a combination of academic quality, innovative programs, dedicated faculty, and effective communication of its value to potential students and the broader community.

Vision

Vasantrao Naik B.Ed. college vision is to provide high-quality teacher education that empowers individuals to become skilled, compassionate educators. Through rigorous training and innovative pedagogies, to inspire, empower, and transform individuals and communities. By nurturing a culture of continuous improvement, research, and collaboration, the college seeks to be a beacon of excellence in teacher education.

We aspire to cultivate a dynamic learning environment that empowers future educators with innovative pedagogical approaches, ethical values, and a deep understanding of diverse learners. Through academic

programs, research, and community engagement, we aim to shape teachers who are not only proficient in their subjects but also equipped to nurture critical thinking, cultural awareness, and social responsibility in their students The College aims to produce teachers who contribute to both social and national development.

The vision of the institution is to provide quality education, training, and learning opportunities in the field of teacher education.

Vision statement

Quality Teacher Education for society and National Development.

Mission

1)   To provide quality teacher education with human and constitutional values.

2)   To bring social and national transformation through teacher education.

3)   To provide standard facilities to teacher trainee.

4)   To develop skill and teaching strategies in teacher trainee.

5)   To develop a teacher attitude in a teacher trainee.

6)   To develop the integrated personality of a teacher for changing society and technology.

The mission of our college is to provide quality teacher education that serves as a cornerstone for social and national development with human and constitutional values. A deep understanding of values, cultural awareness and social responsibility in their students bring social and national transformation through teacher education.

Our institution provide standard facilities to teacher trainee to create learning environment where aspiring educators are empowered with the knowledge, skills, and values necessary to shape the future generation.

The development of skill in teacher trainee is a commitment to excellence, our graduates becoming transformative educators who contribute to the advancement of our society and the progress of our nation.

   Our Next mission is to develop a teacher attitude in a teacher trainee it involves a combination of personal beliefs, experiences, training, and interactions with students. This attitude comes through experience, learn from their interactions, and engage in continuous professional development. Teaching methods, cultural awareness, classroom management, and communication skills these all influence on the shaping of a teacher's attitudes towards their students, subject matter, and teaching in school, social contribution, and educational facility of our institution also shape and develop teacher attitudes.

To develop the integrated personality of a teacher for changing society and technology our institution always starves for it.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is a unique College of Education in rural area. The college has highly qualified and experienced staff. Maximum teaching staff are NET, SET passed Ph.D. holders in education. This is a real Asset of our institution. The college has been working with excellence since 1990.The college is stand with full of infrastructure and facilities. The institution provides various opportunities to the students to be quality teacher.

- ICT enabled classroom and Wi-Fi campus.
- CCTV surveillance inside and outside of the college.
- Easy accessible location of Institution walking distance from bus stop by road.
- Well furnished classroom libraries and other facilities.
- MOU's with different organizations to promote active collaboration for the student teacher development.
- Time bound curriculum planning and implemented.
- Value added courses to students and professional need.
- Library with large collection of books general sand separate reading room for boys and girls.
- Accommodation facility for girls.
- Internship opportunities and teaching practice for the student teacher in top schools.
- Functioning feedback system on various aspects.
- The college admits students from rural region which promotes a multi cultural environment in campus.
- The college has clean and green campus.
- Well maintained sport ground and college Garden.
- Pollution free environment.
- An active internal Quality Assurance cell monitoring for sustainable quality development.
- Active placement cell under IQAC.

Institutional Weakness

The colleges affiliated to Swami Raman Teerth Marathwada University, Nanded. University provides the syllabus and it is bound to follow the syllabus therefore the college does not allow to change the curriculum design and delivery.

- There is no flexibility in the curriculum so; there is a lack of autonomy in framing curriculum.
- The college is located in a rural area so there is a lack of facilities like accommodation. Medical etc
- Students come from various regions of Maharashtra states so there is diversity in the students.
- Lack of services like post office, transportation, accommodation.
- Limited fees and funds for up gradation of Campus facility.
- Problem to find sufficient alternative resources.

Institutional Opportunity

Vasantrao Naik B.Ed. College is a teacher education program for the student teachers to be social and national developer which is the Vision and Mission of the institution. The institution has qualified faculty members who are capable of organizing and conducting various educational activities programs and courses.

- The institution should be focus on the improvement of research projects.
- To be extend as an online education program developer.
- With the recent employment needed it requires a more capable and highly skilled workforce.
- To be provide placement opportunities for the students.
- To be organize seminars, workshops, conferences in addition to quality teacher education.
- To start various certificate courses, Add on courses and value added courses to increase the teacher education program.

Institutional Challenge

Vasantrao Naik B.Ed. college Sirur Tajband is a College of Education placed in a rural area so it has many challenges to face. The challenges are as follows:

- Motivate Faculty teachers to get research projects and Grand from various funding agencies.
- Linkage with government organizations, National and international level.
- To achieve excellence in Academics from a socially weaker section.
- To develop soft skills among the student teacher.
- Syllabus and curriculum development is not in control.
- A funding facility is not available for the campus development.
- The commercialization of education has become a challenge to achieve the Vision and Mission of the college.
- To control the Marketing Trends and policy for job opportunities.
- Challenge today's education system per the need of society, National and international   level.
- To develop soft skills and communication skills in the students.
- Syllabus and curriculum development is not in control.
- A funding facility is not available for the campus development.
- The commercialization of education has become a challenge to achieve the Vision and Mission of the college.
- To control the Marketing Trends and policy for job opportunities.
- Challenge Today's education system per the need of society.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vasantrao Naik B.Ed. College has adopted the systematic procedure of planning and reviewing, revising and implementing it to local context. The primary focus of curriculum planning is the learning outcomes of program and courses. The curriculum is adopted which was prescribed by the affiliated University Swami Ramanand Teerth Marathwada University, Nanded. The curriculum is divided in four semesters which provides adequate choice of courses to students as optional / elective including pedagogy courses .The curriculum planning adopts the local context such as local culture, values, languages, and real-world applications, making learning more relevant and engaging for students. The .academic calendar prepared with help of University syllabus including the points like curricular and co curricular activities extracurricular activities. The curriculum planning is approved by the head of the committee and the institution. The study of revised syllabus previous syllabus of

affiliated university and old curriculum planning is discussed for the review. At the last stage institution upgrade and prepaid revised curriculum planning as per the local and situational needs of learners.

Our institution provides average number of value – added courses such as communication skill, yoga, micro teaching and ICT. The college also provides of line self study courses such as communication skill, black board writing to encourage the students. Maximum students are enrolled and completed these courses

Our institution always strives for the knowledge, skill and value based education through the integral curriculum planning. The institution provides opportunities to develop the skills like stage courage through micro teaching skill, lesson planning, practice lesson skill, teaching aids preparation, ICT skill, drama and art skills through our various activities and workshops. The institution has special efforts for value and teacher attitude development through various values. Our institution always does the efforts which are needed to student teachers. The institution is aware of the student teacher about the Indian education system through the course. The institution organizes debates and discussions, celebrates festivals, Invite guest speakers and experts, creates an environment that encourages using of multiple languages, reflecting the linguistic diversity of India

The institution familiarize students with diversity in the Indian school system as well as from an international and cooperative perspective, institutions can implement a variety of strategies. Institution provides various types of learning experience for the professional development of student teachers. The institution provides an effective environment for the all round improvement including social moral cultural and academic excellence. Structured feedback system of our college loops to help students track their progress and make necessary improvements.

Teaching-learning and Evaluation

Vasantrao Naik B.Ed. College has adopted the systematic procedure of Teaching-Learning and evaluation. B.Ed. admission process is conducted by DHE Pune. After CET exam student fill up option form as per their choice. According to admission list students come to college for admission. The assessment process at the entry level of a B.Ed. college typically involves evaluating students' learning needs and readiness for the professional education program. At the entry level various programs are organized in induction program. The aim of the program is to find students diversities and to provide various opportunities. The institution also provides career guidance to the admitted student as per need of student. Guidance counseling program is organized by the college.

Our institution provide various programs like mentoring academic counseling , peer feedback system, remedial teaching, collaborative task ,multi lingual interactions and input for the honoring students diversity. The teaching process of our college is completed in different ways for example teaching method like experimental method, problem solving method, brainstorming method, group discussion and online teaching etc. with teaching aids and various online tools are used like multimedia, Website to make multi-faced teacher. The institution Integrating online-learning tools and platforms can enhance learning flexibility. It includes e-lectures, use of TCT with access to a wide range of e-resources in the classroom.

Continual monetary support for developing professional attributes in B.Ed. students usually provided by teachers. The B.Ed. program primarily focuses on imparting knowledge, skills, and guidance to foster the growth of their students' professional attributes our institution often involves interactive lectures, hands-on activities, group discussions, case studies, real-world projects, and exposure to diverse perspectives. Assessments can include assignments that encourage critical thinking, problem-solving, and collaborative

skills. Additionally, workshops and seminars on emotional intelligence, communication, and cultural sensitivity contribute to the development of empathy and life skills.

The institution arranges a set of activities as preparatory to school based practice teaching and internship. Students go through a set of activities as preparatory to school-based practice teaching and internship. It includes Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as formulating learning objectives, content mapping, Lesson planning / Individualized Education Plans (IEP), identifying varied student abilities , dealing with student diversity in classrooms, visualizing differential learning activities according to student needs ,evolving ICT based learning situations, Indian Community engagement. The institution also adopts effective monitoring mechanism during internship program.

The assessment process of our college is done through theory, assignment and practical. The institution took internal transparent continues assessment policy in whole academic year. The internal evaluation process is planned and adheres to academic calendar. The faculty of college is full time qualified teachers with teaching experience. College feedback took at the end of fourth semester. The response of feedback expressed to be termed as evaluation of B.Ed. trainees performance, task fulfillment and fulfillment of need.

Infrastructure and Learning Resources

Vasantrao Nike B.Ed. college Shirur Tajband is a College of Education Affiliated to Swami Ramanand Teerth University Nanded. The college has adequate infrastructure facilities and resources as per NCTE norms. The college has his own two wings build up area which consist of a multipurpose hall, classrooms, sport room, staff room, girls common, library, and common reading room. Laboratories, principles office, administrative office, store room, computer labs, psychology lab, language lab, IQAC room and Technology lab, with full of necessary equipments.

College library is enabled with Wi-Fi and internet facility for eBooks. It consist of wide varieties of text books reference books of various subjects magazines generals issued by library. There is a common reading room available in library. Station provides Wi-Fi facility for the staff and students for the academic growth. ICT facility is available for student and staff for active teaching learning process. Projector based teaching learning process facility available in the classroom with e-connection.

Purified pure water is available with water cooler setup in our college enough toilet blocks for female and male or available in the college there is also canteen in the college premises which provide hygienic breakfast and tea coffee snacks. Uninterrupted three phase electricity supply is insured in our campus. Inverter facility is available for computers. Sport and music room facility available with its equipments.

The college runs 2 year B.Ed. program according to the NCTE norms. The Enter process of admission is governed by Maharashtra state city cell. All faculty members are assigned different responsibilities to ensure that the academic programs run smoothly. The college provides opportunities to the students as per their learning needs with the help of academic calendar. Students are identified as per their diversity and honored with special emphasis on their learning needs of physical and emotional support. The college is Marathi medium college and its support the regional language needs of students. The qualified teachers provide appropriate learning environment to help to maintain quality with effective monitoring relationship. The college provides appropriate learning experience is through online and offline teaching. Teaching faculty utilize various teaching methods like group discussion problem solving method brainstorming method field visit assignment.

Teacher also uses various ICT resources such as Google zoom platform projector base teaching learning process. Teaching learning process aligns with the stated CLO's and PLO's given by the University syllabus of SRTM University, Nanded.

Student Support and Progression

Vasantrao Naike B.Ed. College Shirur Tajband supports student progression through various means for the academic and skill development. All committees and sales of the institution help the students to improve their quality through teacher education program. The institution supports for the progression of student in his professional grow through examinations career counseling, personal counseling, academic advising, and support for personal and academic challenges by fostering collaboration among students through group and peer learning. College provides various platforms and opportunities for the growth of the students through various activities. The college provide expert faculty who deliver high-quality instruction and mentorship to students.

College has best infrastructure facilities to develop students various skills and competencies to faster whole stick development of student offering opportunities for student teaching and internships to apply classroom learning in real-world settings. The alumni association of college places an active rule in the institutional progression. The Institution regularly evaluates student performance and provides constructive feedback for improvement.

Overall, teacher education institutions play a crucial role in shaping future educators and supporting their progression by offering these elements, our institutions help students progress in their journey to becoming effective teacher.

Governance, Leadership and Management

Vasantrao Naik B.Ed. College runs under the guidance of LMC (local management committee) member and the principal of our institution. The governance and leadership of our college is participating Management by the governing body, the principle, the teaching and non teaching staff and the student representatives. The stakeholders have played the rule and building and development of college governance. The collaborative effort in a democratic way carry out the responsibilities in a completing the Vision and Mission of the college strategic academic planning is prepared every year. Internal and external financial audit are conducted regularly by the institution. The institution has various committees and cells to ensure to accomplish their work in the process of governance and leadership of our college. Various committees is like admission committee anti ragging committee women's redressed committee are playing there perfect rolling in deploying the rules of college. All faculty members are always Strive to maintain the discipline in the college premises. The college gives financial support for every activity of college. The Management Committee principal and all faculty member supports for the student progression and to maintain governance and leadership in our Institution. The institution has some special efforts to maintain governance with the help of human and constitutional values.

The IQAC coordinates all the governing related activities with corporations and communication with all faculty members. The IQAC coordinating committee adopts a good policy of governance and leadership to ensure the quality framework for the institution. Overall the institution fulfills its vision to become a centre of Excellence In teacher education field.

Institutional Values and Best Practices

Vasantrao Naik B.Ed. College has always special efforts in displaying the best institutional values and practices. The institution focuses on the human values and constitutional values for academic excellence. The institution promotes values to develop quality culture among the student teachers.

- The institution is committed to sustainable development and protection of the environment. College has clean and green campus policy for environment.
- The institution developed a framework for saving environment under Swachh Bharat Abhiyan. It also insurance plastic free pollution free smoking free environment in our campus.
- The college encourages using of bicycle to staff and students.
- The institution is conscious about waste management which is the best policy of our institution. Our institution develops zero West campus.
- The institution has been working for water conservation and to manage water resources in the campus. Our institution adopts a water saving policy.
- The institution also adopts an electricity saving policy in our institution. we use open here atmosphere, using sunlight at day, LED lights LCD monitors which are used to minimize its energy consumption.
- The best practice of our institution is to give guidance for competitive exams like NET, SET, TET, and TEAT regularly since last five year.
- The institution always arranges various programs like AIDS awareness program blood donation camp social service with the local community and society.
- The code of conduct of our college is working for discipline and maintaining a hygienic atmosphere in our college.
- The distinctiveness of our college lies to promote quality teacher education for rural students.

Research and Outreach Activities

Our institution encourages research activities. The aim of our college is to promote scientific attitude and research aptitude in the educators. The college always starves for action research which is useful for the teacher educators. The institution supports the teachers for the professional development by providing payable study leaves.

Three faculty members of this college are Ph.D. Research guides in education.

One of the professors has completed a minor research project funded by SRTM University Nanded and one project is in progress.

A professor has completed his Ph.D. degree in this academic year and another one's Ph.D. is in progress.

The college has organized various workshop and conference related to research in higher education.

The institution offers access to the college library in order to encourage research activities. The library has wide range of research books, Bouch volumes for the research review. Several researches general are also available in our library.

the institution also organization various outrage activities for community development and participation in incentives such as Swachh Bharat movement, AIDS awareness program, health awareness program, tree

plantation, environmental awareness and so on in the collaboration with Gram Panchayat and Society.

The institution has been signed MOU's with various schools colleges to conduct a number of activities such as health awareness program cleanliness program, door to door awareness program. The college has MOU's with other reported schools for practice teaching, internship and students placement

 The IQAC incentives organized conference, seminars, workshops to enrich the research culture among the teachers and students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VASANTRAO NAIK ADHYAPAK MAHAVIDYALAYA, SHIRUR TAJBAND
Address	At. Post. Shirur Tajband Tq. Ahmedpur Dist. Latur 413514 Maharashtra
City	Ahmedpur
State	Maharashtra
Pin	413514
Website	www.vnamst.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Patil Nilkanth Shankarrao	02381-220803	9423721656	02381-220803	vnbed2019@gmail.com
IQAC / CIQA coordinator	Pujdekar Hiraman Sarang	02381-220113	9370095550	02381-220113	hspujdekar4@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada 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	15-08-2015	12	Lifetime

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	At. Post. Shirur Tajband Tq. Ahmedpur Dist. Latur 413514 Maharashtra	Rural	14.45	1767.93

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 Degree Course	Marathi	55	55

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				8			
Recruited	0	0	0	0	0	0	0	0	3	2	0	5
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

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

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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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	1
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**	**Others**	**Total**
	2	0	0	2

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	23	0	0	0	23
	Female	32	0	0	0	32
	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	2	3	4	6
	Female	4	3	5	4
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	4	4	7
	Female	6	6	6	9
	Others	0	0	0	0
General	Male	11	15	16	12
	Female	17	17	13	6
	Others	0	0	0	0
Others	Male	0	0	1	7
	Female	0	0	4	3
	Others	0	0	0	0
Total		49	48	53	54

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vasantrao Niak B.Ed College fees a Teacher Education Institution. The Aim of the college is to provide quality education and to improve core value development of teachers. The institution offers value

	based and skill based education. Institution also provides the value added and skill based courses for the professional development of student teachers. Our institution is affiliated to the University, Nanded under the interdisciplinary studies. The teacher education program (B.Ed.) is the recognized program by NCTE. Our institution has the Approval of Maharashtra government, NCTE, AISHE and Swami Ramanand Teerth Marathwada University, Nanded. Apart from this our college offers 2 year semester pattern CBCS B.Ed. program as a teacher education institution. As per the new education policy (NEP) 2020 our institution provides holistic and interdisciplinary education. College has MOU with different types of education institutions to promote collaborative education.
2. Academic bank of credits (ABC):	Students often have many difficulties to maintain copies of their mark sheet and certificates. Sometimes they cannot carry the educational documents with them. If they carry they lost or destroyed. Swami Ramanand Teerth Marathwada University, Nanded and accept the policy of the academic bank credit system with private agency. Digital Locker is an app which is developed to depository system of academic bank credit. The digital Locker app provides the following facilities like maintenance of academic awards and credits, online access, verification of documents, forging certificate and mark Sheet. The digital Locker app creates student academic record as per the government and University direction. This mechanism is beneficial for pursuing an authentic and convenient mechanism for access for students and institutions also. Our institution took the decision to deposit student academic record to promote learner friendly practice in higher education.
3. Skill development:	Vasantrao Nike B.Ed College is a training college of teacher education. So, it provides skill based education to the student teachers through training. For this our institution offered various value added and still based courses in the last five years. Eminent skill based programs are organized by the institution. The skill development cell of our college is working for these courses. The skill based and elevation programs are like personality development, smart work, spoken English, career development and computer knowledge.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Agar institution is placed in a remote place and it is a Marathi medium College of education. so, the institution regularly uses local language which is our regional language also Marathi for teaching learning process. Institution also organizes youth and cultural programs in regional languages. Institution also provides maximum opportunity to every student for the development of communication in Indian languages. The institution also uses other Indian languages like Hindi as national language English as international language to develop all round personality of student teachers. For these institutions organize various programs to create interest of students in Indian culture through art and drama. The IQAC department plays an important role in arranging cultural programs like yoga day meditation moral values morning assembly. It is an integral work of value learning and cultural development. Institution provides knowledge and skill based education through a teacher education program.
5. Focus on Outcome based education (OBE):	As we know every education should be outcome based because it is a key to fulfill the objectives of curriculum design. Teerth Marathwada University, Nanded design program learning based and course learning based teacher education program known as B.Ed. Program Learning outcome shows the essential change in the attitude of students at the end of the learning. Institution is affiliated to University of Nanded so we strictly follow CLO's and PLO's of the B.Ed. program. The institution organized various programs like workshops, conferences, expert talk, seminars regarding outcome based learning. Now the institution preparing him self as a learning outcome based institution.
6. Distance education/online education:	Vasantrao Naik B.Ed. College has conducted online education as per the need of local context and situation. Online learning is an important way of learning in the New Era. E-Learning is the best source of the knowledge base institution program. Our institution provides various types of links related to varied programs and courses to the student online learning. The online learning program platform is exclusively used during corona lockdown. Online learning programs consist of seminars, online teaching through zoom meetings or Google meet. Does the institution organize various types of online teaching for learning and creating interest in

	professional development in student teachers. Now our institution is preparing as an online and distance education institution in future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Vasantrao Naik B.Ed. College has a set up of Electoral literacy club. It is working to create awareness about election and voting and the role of voter. India is a democratic country the leaders are elected by the process of election. The Electoral literacy club of our college has some objectives as fallows. The institution gets approval from the college administration. Objectives of Electoral literacy club: 1) To educate the members and the voters about electoral process. 2) To create awareness about election and voting rights. 3) To create awareness about the role of voter. 4) To promote democratic values of active citizenship. 5) To help people to understand their role in the electoral system. 6) To encourage people about voting decision making.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral literacy club of Vasantrao Naik B.Ed. College is working properly. It has a coordinating committee of our faculty which is working under the guidance of IQAC Cell & the coordinator Dr. Pujdekar H.S. A student's coordinator is also elected by voting. The ELC's of our college are representative in character. Electoral literacy club's all faculty members are starving for electoral literacy practices. Our ELC coordinating faculty arrenges regular meetings to discuss topics, plan events, Invite guest speakers or faculty members for informative session and share knowledge about electoral literacy. Invite guest speakers or faculty members for informative sessions to explain fundamental electoral concepts. The institution Collaborates with local businesses, experts, or various departments for collaborative events
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	Electoral literacy club always arranges various innovative programs in our institution. The IQAC cell and all faculty members are taking active participation in all programs. The student's also taking active participation in all programs. The

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	contribution is voluntary. Our Institution is arranging programs like voter awareness program, awareness program about role of voter in election, community voting awareness program, , enhancing participation, disable person's electoral literacy program.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Our institution taken an electoral literacy project on civic engagement in electoral. It aims to educate people and to encourage members to work on small electoral projects that align with the club's goals. Organize events like seminars, panel discussions on current trends in electoral system. The institution arranges Outreach activity like Engage with the community through programs, such as visiting local area to teach basic electoral concepts. The club is fostering a supportive and engaging environment where members can learn, collaborate, and explore their interest in electoral literacy. Organize or participate in the various programs on electrical literacy to add an element of excitement and motivation for the community.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Vasantrao Naik B.Ed. College is a graduation level college so all the student who get admission in this college all are above 18 years. All students are enrolled themselves as voter in the electoral roll. Everyone participated in the election as voter and active contribution I electoral process. The entire admitted students are enrolled as ELC member and they are working in the college mechanism to create electoral literacy.

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
109	106	100	96	72
File Description			Document	
Institutional data in prescribed format			[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
55	55	55	50	50
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
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
54	52	44	39	23

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
54	53	47	49	23

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
55	54	53	47	49

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
7	7	7	7	7

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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
07	07	07	07	07

File Description	Document
University letter with respect to sanction of p	[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
59.89700	39.40836	33.08220	33.42992	60.44322

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 15

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:

Vasantrao naik B.Ed. College has adopted the systematic procedure of planning and reviewing, revising and implementing it to local context. The primary focus of curriculum planning is the learning outcomes of program and courses. The curriculum is adopted which was prescribed by the affiliated university Swami Ramanand teerth Marathwada Vidyapeeth Nanded.

Reviewing, receiving curriculum

A committee of educators, administrators, and subject matter experts was framed to review the existing curriculum and identify areas that need improvement or updating .The Institution Conducting surveys, ssessments, and discussions to understand the needs, preferences, and learning styles to identify strengths and weaknesses in the current curriculum and inform necessary adjustments.

Curriculum planning

Curriculum planning was design carefully by addressing the recent education policies like NEP national education policy 2020, theoretical approach, technical changes and opportunities existing in the regional and global needs.

Preparation of academic calendar

At the beginning of every academic year college prepare a committee for the preparation of academic calendar with help of University syllabus including the points like curricular and co curricular activities extracurricular activities.

Features of curriculum planning

The factors of curriculum planning are as follows:

l) syllabus of affiliated university. ll) B.Ed. program learning outcomes. lll) B.Ed. courses learning outcomes. IV) practical work, curricular and co curricular activities. V) Suggestion by expert and curriculum planning committee members. Vl) special needs of learners in relation to local context and situation. VII) Feedback loop on the curriculum's effectiveness for curriculum planning ongoing adjustments. VIII) Assessment methods to measure student progress and learning outcomes in alignment with the revised curriculum.

Outcome and objective based curriculum planning

The curriculum planning strictly emphasizes the learning outcome and Ensuring that the curriculum aligns with national or regional educational standards and objectives. At the next face the course learning outcomes are mapped with the program learning outcome.And effective implementation of this learning outcome based education prepared by the faculty members.

Process of curriculum planning

At the initial version the curriculum planning is prepared by the curriculum planning committee the committee discusses all issues related to the academic year. The curriculum planning is approved by the head of the committee and the institution. The study of revised syllabus previous syllabus of affiliated university and old curriculum planning is discussed for the review. At the last stage institution upgrade and prepaid revised curriculum planning as per the local and situational needs of learners.

Kinds of issues discussed

The following issues are discussed in the process of curriculum planning. Allotment of course, day celebration, curriculum activities, co- curricular activities, workshops, practice work related to program and course, workload distribution and exam.

Ensuring clear communication with all stakeholders to keep them informed about curriculum changes, rationale, and benefits. By following these practices, the institution creates a dynamic curriculum that evolves to meet the needs of both the students and the local context for the academic year 20222-23.

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
Data as per Data Template	[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 Progammes 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 student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[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: 76.32

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
12	12	12	12	10

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
16	16	16	16	12

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](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 0.8

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
4	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](#)

1.2.3

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

Response: 22.57

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
109	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
Data as per Data Template	[View Document](#)
Any other relevant 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: 22.57

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
109	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Vasantrao Nike College of Education provides the rural opportunities to the student teacher of our institution. Our institution always strives for the knowledge, skill and value based education through the integral curriculum planning. Our curriculum planning strictly follows the activities like induction program, orientation program, bridge course and sport activities for the newcomers. There are several activities that are also planned to be aware about the field of teacher education related to knowledge skill values and attitude development of student teachers.

Learning outcome best education to acquire knowledge:

Our institution follows the B.Ed. curriculum of Swami Ramanand Teerth Marathwada University, Nanded. The university provides the curriculum and the program learning outcomes and course learning outcomes. our institution provides attention towards the CLO's and the PLO's to acquire knowledge through theory and practical work from the various activities like teaching periods by demonstrating seminars, group discussion, use of ICT related to the prescribed curriculum format. Students are also given several opportunities to present their skills. These opportunities can include interactive discussions, hands-on experiments, field work, field trips, workshops projects, presentations, learning in real-world contexts. These experiences enable them to develop a well-rounded understanding of different learning areas and cultivate the necessary competencies to become effective educators.

Practical experiences: The institution provides practical experiences through microteaching, practice lesson, internship program and classroom observations.

Assignments: assignments are given on the theoretical courses as per the syllabus provided by the affiliated University.

Diverse Instructional Methods: Incorporating a mix of lectures, discussions, hands-on activities, case studies, simulations, and multimedia resources to cater to different learning styles.

Interdisciplinary Projects: Designing projects that integrate concepts from multiple subjects, encouraging students to apply their knowledge in real-world scenarios.

Collaborative Learning: Group activities and projects that foster teamwork, communication, and problem-solving skills while promoting diversity of thought.

Experiential Learning: Field trips, internships, and practical experiences that allow students to directly engage with their subject matter in relevant settings.

Critical Thinking Challenges: Assignments and assessments that require analysis, synthesis, and evaluation of information, promoting higher-order thinking skills.

Ethical Discussions: Creating opportunities for students to explore ethical dilemmas and consider different perspectives to develop values and attitudes aligned with integrity and empathy.

Cultural and Global Awareness: Introducing content that exposes students to different cultures, perspectives, and global issues, fostering open-mindedness and understanding.

Service Learning: Integrating community service projects that enable students to apply their skills while addressing societal needs, promoting civic responsibility.

Technology Integration: Utilizing technology for research, virtual labs, online discussions, and multimedia projects, enhancing digital literacy and modern skill sets.

Self-Directed Learning: Encouraging students to pursue areas of personal interest, research, and self-guided projects to foster autonomy and curiosity.

Feedback and Reflection: Providing timely feedback on assignments and encouraging self-reflection to improve learning outcomes and met cognitive skills.

Presentation and Communication: Opportunities for students to present their ideas, research findings, and projects to their peers, enhancing their communication skills.

Problem-Based Learning: Presenting students with real-world problems that require interdisciplinary solutions, promoting creative thinking and collaboration.

Inclusive Practices: Ensuring the curriculum is accessible and accommodating to diverse learners, promoting equity and inclusivity.

By offering these opportunities, the institution create a rich and dynamic learning environment that helps students develop a wide range of skills, values, and attitudes across various learning areas

Skill and competency based education:

The institution provides various activities to develop student teacher skills and competencies related to the teacher education program. Student teachers strongly need the particular skills for the teacher profession. So how institutions are always focusing on the skill based education through our curriculum planning. At the initial stage we provide theoretical knowledge and then give them opportunities to develop the skills like stage courage through micro teaching skill, lesson planning, practice lesson skill, teaching aids preparation, ICT skill, drama and art skills through our various activities and workshops.

our institution also provides some skill development courses related to teacher education programs like use of ICT, basic knowledge of computers, MS Word, Excel, Paints, PowerPoint presentation,

Values and teacher attitude development :

Vasantrao Nike B.Ed. College provides equal weightage to education and value development. The institution provides integrated value development procedure through the theory and practical activities. The activities are oriented towards value and teacher attitude development like various day celebration, Independence Day Teachers Day and anniversary celebration. The institution is always aware about the culture and moral Ethics of a teacher. The institution has special efforts for value and teacher attitude development through various value added courses as per the need of the student teacher.

 The institution prepared the B.Ed. program to develop student teachers knowledge, skill, values and attitude through the various learning activities with the planned curriculum.

1.3.2

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

Response:

Indian education policies and acts are also discussed throughout the Vasantrao Naik B.Ed. College is a teacher training institution. so the aim of the college keys to provide knowledge and skills related to the teacher profession. Our institution always does the efforts which are needed to student teachers. The institution is aware of the student teacher about the Indian education system through the course. The course and school related activities help students to know the concept of various schools Structures, boards, School management, infrastructure, School records, registration and maintenance. The theoretical course tells the students about the Indian Education Commission after the Independence. Theoretical course in the academic year 2022 -23 There are several practical activities that are also useful to know about the Indian school system. Practice lessons are also helpful to know about various School systems like government school, private school, CBSE School, English School, International School. Students closely observe the various schools. There are some practical's which are helpful to know about the school.

 A visit Secondary School:

This practical is arranged by the institution. Student should keep report of secondary school visits about the system and the management of that school.

A visit to a special school:

This practical is also helpful to know the structure of a special school with its different context.

Internship program:

At the end of every year the institution arrange an internship program for the student prescribed by the curriculum. This internship program is also helpful to observe the Indian school system with its different context and situations.

Cultural Programs:

The institution organizes cultural programs where students from different regions can interact, share their traditions, and learn from each other.

Multilingual Environment:

The institution creates an environment that encourages using of multiple languages, reflecting the linguistic diversity of India, and introducing foreign language classes to promote global communication skills.

Curriculum Enrichment:

The institution integrate diverse cultural perspectives into the curriculum, including history, literature, and social studies, showcasing different regions, religions, and communities.

Guest Speakers:

Invite guest speakers and experts from various backgrounds to discuss topics related to diversity, inclusion, and global issues, helping students gain a broader understanding.

Celebration of Festivals:

 The institution celebrates festivals from different regions allowing students to experience and learn about various cultural practices and traditions.

Inclusive Events:

The institution organizes events that promote understanding and collaboration among students from diverse backgrounds, fostering a sense of unity and respect.

Debates and Discussions:

The institution organizes debates and discussions on global issues to encouraging students to explore different point of views and understand the complexities of international relations.

Community Engagement:

The institution encourages students to participate in community service projects that address local and global challenges, fostering a sense of responsibility and empathy.

By implementing these approaches, institutions create an inclusive and enriching learning environment that prepares students to thrive in a diverse and connected to world.

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](#)

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:

Vasantrao Naik B.Ed. College is a recognized reputed teacher training institution. Which is known as the best source of professional development of student trainees and to create professional understanding through the various learning experience is among the student training is an object our institution. Institution provides various types of learning experience for the professional development of student teachers. The institution provides an effective environment for the all round improvement including social moral cultural and academic excellence. The institution not only ensures importing knowledge but necessary skills are also developed among the student training with planet curriculum and activities. The theoretical part of the curriculum is useful to learn knowledge about the teacher's education and related areas. The practical Part is very useful to learn related to teacher education programs like micro teaching, practice lessons, workshops, seminars and internship programs.

Micro teaching:

Micro teaching is a based activity for the beginners. Today trained learn videos related to teaching profession. The institution arrange five micro Skills introduction, explanation, black board writing, change in stimulus, use of teaching aids, evolution and assignment. The student trainee builds up their confidence level to stand and present their knowledge with micro skills with learning experience.

Practice lesson:

After the micro teaching the institution organizes a series of practice lessons for the practice of teaching.

Practice lessons create mastery over the teaching skills. The student training gets proper experience to strengthen their skills by the practice of teaching.

Workshops and seminars:

The institution organization various workshop and seminars for the professional development of student training like ICT workshop, teaching aids preparation workshop, CCM workshop, yoga workshop, seminars like career counseling seminar, orientation seminar to develop their professional capacities.

Internship program:

The institution organized an internship program at the end of every academic year. Student trainee has keen observation and experience about their teaching profession. The student trainee develops as a skillful teacher through the teacher education program.

Curricular experiences:

Students drive professionally relevant understanding and consolidate it into professional acumen during a teacher education program by actively engaging with diverse curricular experiences. They analyze theoretical concepts, apply them in practical teaching situations, and reflect on their effectiveness.

Mentorship:

Through mentorship, peer interactions, and hands-on teaching opportunities, students refine their skills, build a toolkit of strategies, and develop the expertise needed for a successful teaching career.

Professional acumen:

The institution consolidate this into professional acumen, teacher education programs should encourage reflection, discussion, and critical thinking, enabling students to connect theory with practice. **Collaborative learning**:

Collaborative learning environments, mentorship, collaborating with peers and exposure to diverse teaching methodologies further enhance their ability to apply knowledge effectively in real classroom settings through reflection and analysis of these experiences.

Guidance:

Educators guide students through reflective practices, case studies, and discussions to help them bridge theory and practice, fostering a well-rounded professional growth.

This process helps them understand the nuances of effective teaching, adapt to diverse classroom situations, and refine their instructional strategies to become competent educators.

File Description	Document
Documentary evidence in support of the claim	[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

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 97.31

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](#)

2.1.2

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

Response: 81.6

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
24	23	17	16	22

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](#)

2.1.3

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

Response: 0

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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:

Vasantrao Naik B.Ed College Shirur Tajband's B.Ed. admission process is conducted by DHE Pune. After CET exam student fill up option form as per their choice. According to admission list students come to college for admission. An induction program. The aim of the program is to find students diversities and to provide various opportunities.

The following programs are implemented under an Induction program to explore student's diversity:

Welcome Ceremony:

Student Welcome Ceremony is organized by providing a stage for the students who have completed graduation and post graduation to express their interest and information is collected. A program is organized for those who want to know what their vision is for their future life. For the next two years, the college will work on how to develop the leadership skills of these students and where they can be given opportunities.

Content Tests: The institution Administering a content tests to identify students academic strengths and areas needs improvement.

Interviews: The institution conducts one-on-one interviews to understand students' career aspirations, 'interests, skills, and background to motivation for joining the program.

Group Activities: The institution Organizes group activities to observe how students collaborate, communicate, and solve problems.

Once students are admitted, B.Ed. colleges provide academic support through various means:

Orientation Programs: The institution offers orientation sessions to familiarize students with the curriculum, resources, and expectations.

Mentorship: Mentors asses to guide students through academic challenges, career planning, and personal growth.

Study Groups: The institution encourages students to form study groups to collaborate and learn from one another.

Feedback Mechanisms: The institution establishing regular feedback loops to help students track their progress and make necessary improvements.

Professional Development Workshops: Conducting workshops to enhance students' teaching skills, pedagogical knowledge, and classroom management techniques.

Remedial Learning Engagement:

The mentor teacher guides about need of students to improve students teaching time to time with the practice part. Each event comes as a group work. Team work is decided who will take responsibility of the program.

Multilingual interactions and inputs –

Vasantrao Naik B.Ed College is a professional college and the trainees are from various languages region. ?? students who will study languages ??such as Marathi, Hindi and English are admitted, so Hindi Language Day is celebrated in the college on 14th September and Marathi Language Day is

celebrated on 27th February in the college. English Language Day is celebrated. At that day students of different languages ??participate in communicates inevery language students Cooperates with each other For example, to organize language programs,to complete the task as team work.

Academic Counseling:

The institution provides career guidance to the admitted student as per need of student.

Remember that the specific assessment and support methods are provide by Vasantrao Naik B.Ed. College, but the overall goal is to ensure that students' individual learning needs are addressed and that they receive the necessary tools to succeed in their professional education journey.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: E. Any 1 or none 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](#)
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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 21.8

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:

Two years B.Ed. program is divided into four semesters as per the guidelines of the affiliated university. The affiliated university study boards have designed the program in two parts theory and practical to prepare a good teacher. The subject of teaching aids and various online tools are used like multimedia, Website to make multi-faced teacher. The teaching process is completed in different ways for example teaching method like experimental method, problem solving method, brainstorming method, group discussion and online teaching etc. Various related links are provided for students and various related links and teaching methods are provided as per the professor

Group Discussions:

The institution Focused on group discussions as teaching essential approach. Group discussions provide opportunities for students to exchange ideas, share insights, and engage in debates. This promotes active participation, communication skills, and the ability to consider different viewpoints.

Online Learning Modes:

Integrating online tools and platforms can enhance learning flexibility. This includes e-lectures, interactive quizzes, discussion forums, and access to a wide range of educational resources beyond the classroom. Indeed, adopting a multifaceted approach to teaching and learning can greatly enhance students' educational experiences. Educators often employ various methods to engage students and promote effective learning. Here are a few components of a multiple-mode

Teaching approaches: various teaching approaches are used by the teachers for better learning.

Experimental Learning Process:

The institution involves hands-on activities, experiments, and practical experiences that allow students to learn by doing. It encourages critical thinking and problem-solving skills as students interact directly with the subject matter.

Problem-Solving Methodologies:

Teaching problem-solving strategies equips students with valuable skills applicable to various aspects of life. It encourages them to analyze, strategize, and find solutions to real-world challenges.

Brainstorming:

The institution uses Brainstorming method for effective teaching. Brainstorming sessions stimulate creativity and collaborative thinking among students. It's an effective way to generate ideas, encourage diverse perspectives, and foster innovative solutions to problems.

Methods:

The institution focused on Narration as teaching method. It provides opportunities for students to exchange ideas, share insights, and engage in debates. This promotes active participation, communication skills, and the ability to consider different viewpoints.

e- Learning Modes:

The institution Integrating online-learning tools and platforms can enhance learning flexibility. This includes e lectures, with access to a wide range of educational resources beyond the classroom.

By combining these approaches, educators can create an enriched learning environment that caters to different learning styles and enhances students' cognitive skills, critical thinking, and overall understanding of the subject matter.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[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: 14.29

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
1	1	1	1	1

File Description	Document
Data as per Data Template	[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: 0

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Data as per Data Template	[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: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

Vasantrao Naik B.Ed College Continual monetary support for developing professional attributes in B.Ed. students usually provided by teachers. The B.Ed. program primarily focuses on imparting knowledge, skills, and guidance to foster the growth of their students' professional attributes. The institution organizes various activities related to professional development. College always considered about achievement of goal.

As soon as the admission completed, the admitted students are divided into groups at the college level and each group is given a mentor professor. All these programs are successfully completed under the guidance of mentee. Working in groups has always been an important aspect of our organization. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members it creates team spirit. Students are motivated to participate in social, cultural, and recreational activities such as community service projects. Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. College also provide free coaching and guidance for various national and state level test such as B.Ed. Entrance Test, UGC-NET, PS TET

The entire program was designed as per the variety of trainees. College arranges various field visit programs under the guidance of mentor and mentees for professional development in B.Ed. College arranges visit program was planned at Laxmikant Steel Industries Shirur Tajband. . When the actual visit was given, all the students were overwhelmed. The students expressed that it was an inspiring initiative to see an industry from a small village working to distribute its products to every corner of Maharashtra.

College organizes practice lesson series on various schools for students in year 22-23. Two schools of Bal Bhagwan Shikshan Prasarak Mandal were selected namely Priyadarshini Secondary School at Ahmedpur and Swami Vivekananda Vidyalaya at Shirur Tajband and for annual lesson and other schools were selected for practice lession. College also, organized a sensitization workshop on 29th April 2023, in which the mentor and staff.

A Yoga program was arranged by institution. Program plays an important role to reduce stress through the work. The Yoga program was arranged by Education Sports Department. The institution also arranges various programs like Music Department in the college. The role of groups is to arranged by music department, yoga department

The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, and to empower weak students. Yoga, English Language Communication Skill and ICT are main value added course and students develop skill in those areas.

Our College provides several opportunities to help students to enhance their professional skills. Mentoring through association activities are guided and assisted by the teachers of our educational institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: E. Any 1 or none 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 in a teacher education Our institution aims to foster students' creativity, innovativeness, intellectual and thinking skills, empathy, and life skills through a combination of methods.

Nature:

This often involves interactive lectures, hands-on activities, group discussions, case studies, real-world projects, and exposure to diverse perspectives. The curriculum may include subjects focused on pedagogical techniques, psychology, and educational philosophy, along with practical experiences in real classrooms. Assessments can include assignments that encourage critical thinking, problem-solving, and collaborative skills. Additionally, workshops and seminars on emotional intelligence, communication, and cultural sensitivity contribute to the development of empathy and life skills.

Creativity:

The Institution arranges several programs that can help develop creativity among student teachers in a college include Organize workshops and seminars on creative teaching, lesson planning, and innovative classroom strategies. Encourage student teachers to design and implement project-based learning activities that require creative problem-solving and critical thinking. Provide training on using educational technology tools that promote interactive and engaging learning experiences. Organize field trips and experiential learning opportunities that challenge student teachers to think creatively in real-world contexts. Invite guest speakers from various fields to share their experiences and insights on

fostering creativity. Pair student teachers with experienced educators who can guide and support them in developing their creative teaching skills. Assign projects that require students to develop unique teaching materials, such as interactive worksheets, games, or multimedia presentations. Constructive feedback, and valuing diverse perspectives are also taken as essential elements for nurturing creativity among student teachers.

Innovativeness:

Our institution took Activities related to innovativeness in the college such as a workshop where teacher educator explore and create new teaching ideas using technology, interactive tools, or collaborative learning techniques. This could encourage them to adapt innovative approaches in their classrooms and enhance their teaching practices.

Intellectual and thinking skill:

Our institution designed Intellectual and thinking skill development programs to enhance cognitive abilities such as critical thinking, problem-solving, creativity, and decision-making. These programs often include activities, exercises, and challenges that stimulate mental processes, encouraging participants to analyze, synthesize, and evaluate information effectively. Such programs can be found in educational institutions, professional development courses, and online platforms, tailored to different age groups and skill levels. They play a crucial role in fostering well-rounded individuals who can navigate complex challenges and contribute positively to various aspects of life.

Empathy:

Empathy plays a crucial role in the teaching and learning process our institution. Our empathetic teachers take the time to understand the students' backgrounds, experiences, and emotions. This helps them tailor their teaching methods to meet individual needs. By showing care and understanding, teachers create a safe and welcoming classroom environment where students feel comfortable expressing themselves and taking risks in their learning. It builds trust between teachers and students to engage in the learning process and seek help when needed. Our Empathetic educators recognize that students styles and abilities. They adapt their teaching strategies to accommodate these differences, ensuring that all students have a chance to succeed.

Education is not just about academics, it's also about emotional growth. Our Empathetic teachers support students through challenges, helping them develop resilience and coping skills and encourages open and honest communication between teachers and students.This communication leads to more effective problem-solving and collaboration in between student and teachers.

Life skill:

Life skill development is important for B.Ed. (Bachelor of Education) students as it enhances their personal and professional growth. The life skills are as follows:

Communication Skills: Our College has special value added and add on certificate course to develop students effective communication. Our teachers convey information clearly to students to interact with colleagues and parents.

Problem-Solving: Our College develops problem-solving skills in the students to helps to face the challenges and find innovative solutions.

Time Management: B.Ed. students often juggle coursework, practicum, and other responsibilities. Our teachers provide Time management skills for balancing these demands.

Adaptability: Our teacher adapt to changing classroom dynamics such as curriculum updates, and student needs.

Empathy: Our teachers empathizing with students and understanding their individual needs is vital for creating a positive learning environment.

Classroom Management: our teacher provides effective classroom management skill for maintaining discipline and facilitating learning.

Leadership: The College develops B.Ed. student's leadership skills to inspire and guide their students effectively.

Stress Management: Teaching can be stressful so our college teaching to manage stress is essential for maintaining well-being.

Our B.Ed. programs often incorporate these life skill development aspects into their curriculum and practicum experiences to prepare future educators for success.

Vasantrao Naik B.Ed. College throughout the year include seminars, workshops and other elements in the schedule, but also for training, all above elements for teaching learning process

File Description	Document
Documentary evidence in support of the claim	[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: D. Any 2 or 3 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](#)

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: E. Any 1 or none of the above

File Description	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](#)

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](#)

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 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](#)

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](#)

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: B. Any 3 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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Planning of an internship program Vasantrao Naik B.Ed. College involves several steps and careful preparation. Here's a general outline of the systematic preparedness and planned process of Internship is as fallows

Our college arranges planned systematic Internship program. First of all identify the learning objectives of the internship program to determine the duration and timing of internships planning. Our college ensures that the internship aligns with the curriculum and educational goals of the B.Ed. program as per the clear and specific learning outcomes.

Our college selects five schools located near the college and build partnerships with these schools by

Memoranda of Understanding (MOUs) with these partners willing to host interns for internship.

Our institution design Internship program as per the guideline of Swani Ramanand Teerth University syllabus. The Internship program is arranged at the end of second and forth semester. Second semester internship is four weeks and forth semesters is fourteen weeks. Our institution create a structured internship plan that includes activities, practice teaching and various observations

An outline of the Internship Program:

1. Selection of Schools 2.Correspondence for Accreditation to Schools 3.Meeting of School Principals and Teachers 4.Orientation Instructions to College Professors 5.Orientation for Trainee Students 6. Guidance on School Diversity

Our institution Conduct an orientation session for students and practice teaching school teachers to define the roles and responsibilities of students, faculty supervisors, and host organizations. It also includes program expectations, guideline information on professional conduct, dress code, and workplace etiquette orientation timeline for the program and evaluation process.

The groups are framed with their coordinator support and supervision of internship program. A teacher is also appointed as supervisor to oversee students' progress during internship and to ensure regular communication channels for students to report their experiences and challenges.

Our college creates assessment tools and criteria to evaluate student's performance during the internship. We also collect feedback from both students and host schools for program improvement and evaluation. Encourage students to reflect on their experiences and learning throughout the internship. Organize periodic meetings or seminars for students to share their insights about Internship. Institution provides necessary resources, such as library access, technology, to support students during their internships to ensure a safe and conducive learning environment.

Institution maintains records of students' internship activities and achievements for evaluation. The institution arranges a conclusion program for successful completion of internship program. The feedback forms Collected and analyzes data on the internship program's effectiveness and use feedback to make improvements to the program in subsequent years.

Institution keep communication with students, host organizations, and faculty informed about program updates and changes to refine the program.

Our institution Promote the internship program within and outside the college to attract potential host organizations and students.

Internship program has flexibility essential, as it's unique requirements and challenges. Regularly assess the program's effectiveness and make adjustments as needed to ensure its success.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 5.4

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

Response: 10

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: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Our Institution adopts effective monitoring mechanism for Internship .Before organizing the said intern program; establish clear, measurable goals and objectives for the internship, ensuring they align with the program's learning outcomes. After that the college had selected the schools and decided the trainee group for each school. A meeting was held with Mentors, in which the outline of the Internship Program was determined.

Monitoring by Mentor:

College appointed a qualified supervisor to regularly visit the intern at their schools to observe their teaching as decided in the above meeting, the internship program was planned. The trainees were informed about their roles and responsibilities in terms of groups and mental schools.

1. Group wise distribution of students 2.Instructions about safety regarding travel 3.Fixation of time table 4.Coordination with school principal and teacher's 5.Student evaluation observation charts 6.Allocation of trainee responsibilities7.Regular Meetings: Mentor arranges schedule of regular meetings between the intern, supervisor, and mentor teacher to discuss progress and address concerns.

Monitoring by head master and school teacher:

Role of Principal and Teacher Since the internship period is 14 weeks, the trainee will be a part of the school for about three to four months.

1. Completing the school accreditation process 2. Register scheduled trainees 3.Appointment of school teacher as mentor 4.Preparing their separate attendance sheet 5.Explaining the actual role in the school 6. Role as a link between the college and the trainee 7.Registering periodic observations 8.To make necessary instructions 9. To check the study-teaching matters 10.To provide school facilities

Monitoring by Student coordinator:

Role of student coordinator is very important as compared to the responsibilities of others under the internship program because the trainees actually implement the program laid down by the university and the guidelines given by the college.

1. To take attends 2. To follow the guidelines given 3.To organize program 4.To behave responsibly during the program 5.To follow school discipline To participate in activities as per the school schedule

6.To perform an effective implementation role of the program 7.Performing responsibilities other than the program 8.Taking guidance of teachers about classroom teaching 9.Respecting instructions of school administration by participating in school activities.

Students roll in Internship Program:

1. Regular teaching 2.observation of co-student Teachers 3.arrenge tests 4.make time table 5. Result Sheet 6.Keping records of school notebooks 7.Taking information of organization instead of school notebooks 8.Understanding school evaluation process 9.Writing periodical reports 10.Organizing inter-school cultural program 11.Method Subjects Observing fellow teachers 12.Participating in school sports activities etc. 13.Interviewing two teachers of the school 14. Writing reports of each program from time to time.

Feedback Loops: Our College take feedback to encourage ongoing feedback from both the intern and their mentor teacher, allowing for adjustments and improvements.

Final Evaluation: Our institution conducts a comprehensive final evaluation at the end of the internship, assessing the intern's overall growth and readiness to become a certified teacher.

These mechanisms help ensure that B.Ed. interns receive the necessary guidance, support, and assessment to develop into effective educators.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any 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: A. All of the above

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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](#)

2.5.2

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

Response: 71.43

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

Response: 5

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

2.5.3

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

Response: 11.14

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

Response: 78

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

There is a need for regular professional quality development of teachers while working in higher education. The teachers of our institution always put forth efforts to keep themselves update for professionally.

Teachers put forth efforts:

1. The teachers of Vasantrao Naik B.Ed. College are starving for regular professional development and quality improvement. Many of the professors are engage in research work to aware of the new changes takes place in the education and participated in various conferences with research papers.

2. The teachers of Vasantrao Naik B.Ed. College are starving for regular professional quality improvement. Many of professors are NET, SET, passed and Ph.D. holders from our institution.

3. All the teachers of the college are regularly doing the work of writing articles in various National international university refer magazine regarding the new changes in education.

4. A workshop was organized on 29th April 2023 for the teachers of all the Colleges of Education at for teachers on NEP-2020. Principal of our college was the chief guest for this workshop. Monitoring program was conducted for teachers at Vidyavardhini Madhyamik Vidyalaya Ahmedpur .

4. A minor project has been completed by Prof. Dr. V. K. Kadam at University level in 2019-20 regarding interdisciplinary approach and one minor project is under progress.

In-house discussions on current developments and issues in education focus on a range of topics such as:

Remote Learning and Technology Integration: our college has discussion on exploring the impact of technology on education, including the challenges and opportunities of remote learning, online tools, and digital resources

Curriculum Updates: Curriculum panning committee discussing the need for curriculum revisions to stay relevant, address new subject matter, or incorporate diverse perspectives.

Assessment Methods: Our Institution adopt new Evaluating and evolving assessment methods, considering alternatives to traditional testing, and promoting fair evaluation practices

Teacher Professional Development: Institute focusing on improving teacher professional development to enhance teaching quality.

Education Policy: Our institution analyzing the impact of government policies on education like NEO-2020

Global Perspectives: Discussing international best practices and trends in education to learn from other countries' experiences.

These discussions are done by our institutions and policymakers to adapt and respond to the evolving landscape of education and ensure the best outcomes for students. The college has made regular efforts to exchange information regarding such new changes.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Continuous internal evaluation of student learning in our Vasantrao Naik B.Ed. College includes a variety of assessment methods and practices progress and understanding throughout their program. Some common components are as follows:

Classroom Assessments: Regular tests, and assignments to assess knowledge retention and understanding of course content.

Practice Teaching: Observations of students' teaching in real classroom settings to evaluate their

pedagogical skills and classroom management.

Projects: Students may be required to complete, maintain teaching portfolios, or write reflective journals to demonstrate their practical and reflective abilities.

Group Discussions and Seminars: Participation in group discussions, seminars, and presentations to assess communication and critical thinking skills.

Assessment of Assignments: Grading assignments, research papers, and lesson plans to evaluate analytical and research abilities.

Peer and Self-Assessment: Encouraging students to evaluate their own work and provide constructive feedback to peers.

Continuous Teacher Feedback: Faculty providing regular feedback on students' performance, strengths, and areas for improvement.

Formative and Summative Assessments: Using both formative assessments (ongoing, developmental assessments) and summative assessments (final evaluations) to provide a comprehensive view of a student's progress.

Internships: Assessing students' performance during their teaching internships often through supervisory evaluations.

Classroom Participation: Measuring participation, engagement, and attendance in classes.

Technology-Based Assessments: Using e-learning platforms and technology to administer quizzes or assignments.

Continuous Feedback Loop: Regularly communicating assessment results to students and using the feedback to guide further learning and improvement.

Classroom Observations: Our Faculty or peers observe students' teaching practice in real classroom settings, providing valuable feedback.

Examinations: Periodic written or oral examinations are used to assess overall knowledge and understanding of pedagogical concepts.

Assessments of Professionalism: Evaluating students' professionalism, including punctuality, communication skills, and ethical conduct during teaching practices.

These methods collectively provide a holistic view of a student's progress in our B.Ed. program. Continuous internal evaluation aims to support students' growth and development as future educators and ensure they meet the required standards and competencies in the field of teacher education. The goal is to ensure that future educators are well-prepared for their teaching careers.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Vasantrao Naik B.Ed. College has effective mechanisms for governance redressal to examination includes fallowing mechanism:

Our college has a transparent governance redressal cell that is transparent and easily accessible to students and staff. This cell should have clearly defined procedures for lodging complaints. The college has a compliant box for student it is opened every Monday and all complaints are discussed by cell

Offline facility: Our College has an Offline facility where students and staff can submit their grievances related to examinations. This facility should also track the status of each complaint in.

Anonymous Reporting: Our College allows for anonymous reporting to ensure that individuals feel safe and secure when reporting issues without fear of retaliation.

Regular Updates: Keep stakeholders informed about the progress of their complaints through regular updates via email or the online.

Documentation: Maintain thorough documentation of all complaints, investigations, and resolutions to

ensure transparency and accountability.

Mediation: Provide mediation services to resolve issues through dialogue when possible, ensuring that both parties have a chance to express their concerns.

Appeals Process: Establish an appeals process for individuals who are not satisfied with the initial resolution of their complaints.

Awareness: Conduct seminar and awareness programs to educate students and staff about their rights and the governance redressal process.

Legal Compliance: Ensure that the grievance redressal mechanism complies with all relevant laws and regulations governing educational institutions.

By implementing these mechanisms, of our B.Ed. College create a fair and transparent system for addressing examination-related grievances and promoting a culture of accountability and fairness.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

Vasantrao Naik B.Ed. College start every year after the summer vacation, the work of the annual academic calendar is completed within one week after college started. Syllabus planning and the activity programs are planed as per the university guideline. College organizes a meeting to frame a curriculum planning committee and work distribution. The examination department keeps record according to the activity and semester and finally at the end of the semester all the marks are collected and filled in the online process of the university. Assignments are given to the student's to consider final for internal evaluation. College level annual time table plays most important role in the internal evaluation process.

Our institution involves a structured process of adhering to conduct of internal evaluations within an academic calendar. It involves fallowing steps:

Calendar Planning: Our institution creates a comprehensive academic calendar that outlines the entire academic year as per the university guideline. It includes start and end dates for each term or semester, holidays, and important events

Scheduling Internal Evaluations: Identify the specific dates for internal evaluations such as mid-term exams, assignments and final exams. Ensure these dates are evenly distributed throughout the academic

year.

Communication: Our institution shares the academic calendar with students, faculty, and staff well in advance. This can be done through physical calendars and in digital platforms.

Coordination: various departments and faculty members coordinate avoid scheduling conflicts. This includes allocating resources like classrooms, exam papers, and invigilators.

Flexibility: College has a mechanism in place for handling unexpected disruptions, such as weather-related closures or other emergencies. Make-up dates or alternative assessment.

Assessment Design: Our faculty designed assessments well in advance, ensuring they align with the curriculum and learning objectives. This allows for adequate preparation time for both students and instructors.

Quality Control: The College establish a procedure for quality control in assessment creation, distribution, and grading to maintain fairness and integrity under the guidance of IQAC cell.

Technology: Our College utilizes technology to facilitate the administration of evaluations, including exam platforms, grading tools and communication systems for students and faculty.

Feedback: Encourage feedback from students and faculty on the effectiveness of the academic calendar and evaluation processes. Make adjustments as needed based on this input.

Documentation: The College keeps records of past academic internal and exam evaluations to improve future planning and to demonstrate adherence to established schedules.

Review and Improvement: Our College took regular review of academic calendar and evaluation processes to identify areas for improvement and ensure ongoing adherence.

By following these steps, our institution effectively adhere to its academic calendar for the conduct of internal evaluations, promoting consistency, fairness, and the smooth functioning of its educational programs.

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 our institution aligned with stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential to ensure that students The Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of a B.Ed. program are mentioned in the S.R.T.M. University Nanded syllabus.

Mapping of PLOs with CLOs:

Our institution did a mapping of PLOs with CLOs to achieve the learning outcome of B.Ed. program

Curriculum planning:

 Our college develops a curriculum planning that maps the courses and their content to the PLOs and CLOs. Each course should contribute to achieving specific CLOs, which, in turn, contribute to fulfilling the PLOs.

Teaching Materials and Methods:

The Teachers select appropriate teaching materials (textbooks, resources, etc.) and teaching methods (lectures, labs, group projects, etc.) that align with the CLOs. These materials and methods should facilitate the attainment of the desired learning outcomes.

Assessment Strategies:

 Our college develops assessment strategies such as exams, curricular and co-curricular activities, and assignments that directly measure the achievement of CLOs. Rubrics can be helpful in ensuring alignment between assessments and CLOs.

valuation:

Our institution has a policy to conduct continuous evaluation of students' performance. This allows instructors to make adjustments to the teaching process if students are not meeting the CLOs and PLOs as expected.

Feedback:

Continuous feedback of students' on exam allows teachers to make adjustments to the teaching process if students are not meeting the CLOs and PLOs as required.

Data Analysis:

The Data of marks Collected and analyze data on student performance and outcomes. This data should be used to identify areas where alignment may be lacking and where improvements are needed.

Curriculum Design:

Develop a curriculum that maps the courses and their content to the PLOs and CLOs. Each course should contribute to achieving specific CLOs, which, in turn, contribute to fulfilling the PLOs.

Professional Development:

Our Institution Provide orientation for understanding of how to align their courses with PLOs and CLOs.

Communication and Collaboration:

Our Institution provides atmosphere to communication and collaboration among faculty members to share best practices and ensure consistent alignment across courses and programs.

Over all the alignment of the teaching-learning process with PLOs and CLOs of our college is an ongoing and dynamic process which is careful planned.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 85.38

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
14	37	29	50	51

File Description	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

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:

Monitoring and improving the progressive performance of students and their attainment of professional and personal attributes in line with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in our B.Ed. College involves a systematic approach. This process can be carried out for the further improvement:

Define Clear PLOs and CLOs:

Our college accepts the university stated well-defined and measurable PLOs and CLOs that align with the objectives of the B.Ed. program. These outcomes are specific, measurable, achievable, relevant, and time-bound for the improvement of students.

Curriculum planning:

Our institution ensures that the curriculum is planed as per the performance of the student and needs which align with the PLOs and CLOs. Each course has its own set of CLOs that tells us about the student's achievement.

Assessment Methods:

The result of the student is useful to develop a variety of assessment methods such as exams, assignments, projects, and presentations that directly measure students' progress toward meeting the CLOs and, by extension, the PLOs.

Regular Assessment and Feedback:

Regular assessment and feedback of student achievement is useful to improve a continuous assessment system to evaluate the CLOs.

Data Collection and Analysis:

The collected data on student performance in each course, focusing on the attainment of CLOs is useful for further progress. The statistical analysis of data visualizes identifying trends and areas for improvement.

Professional Development of student:

Students Professional attributes in line with the PLOs and CLOs Provide opportunities for faculty to enhance their teaching skills and stay updated with best practices in education.

Support system:

The college offer support for students who is struggling to meet the CLOs. This could include tutoring, additional resources, or academic counseling.

Program Review for Improvement:

Our college Conduct program reviews to assess the overall effectiveness of the curriculum in achieving the PLOs. Make necessary adjustments based on the data collected.

Continuous Improvement Culture:

Our college has a culture of continuous improvement where everyone involved in the college. The college is committed to enhancing the quality of education and ensuring that students achieve the desired outcomes.

By following these process The College maintaining a focus on data-driven decision-making effectively monitor and use student performance data to make continuous improvements in line with PLOs and CLOs, ultimately enhancing the educational experience for students.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 54

File Description	Document
Data as per Data template	View Document

2.7.5

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

Response:

Vasantrao Naik B.Ed. College apply various strategies to cater to the identified learning needs of their students through assessment tasks.

Individualized guideline:

Our colleges provide detailed guideline on assignments, activities and exams. This highlights areas where students have made mistakes or need improvement, helping them understand their learning needs better.

Regular Assessment:

College conduct assessments at regular intervals throughout the program, The mentor teacher continuously took the ongoing assessment to helps identified learning needs

Differentiated Instruction:

Assessment results help instructors to adapt different teaching methods to meet the diverse needs of students. College provide additional resources, offer extra help sessions, suggest alternative approaches to understanding the material.

Peer Learning:

College encourages students for some assessment tasks, such as group projects and peer evaluations, promote collaborative learning. These tasks encourage students to learn from their peers and address their learning needs collectively.

Remedial Support:

Our college often offer remedial, add on course or and workshops for students who require extra support in specific areas. These may focus on subjects like language skills, teaching methodologies, Yoga, teaching aid preparation and micro teaching.

Mentorship:

Our experienced educators as mentors provide personalized guidance to B.Ed. students. Mentors can identify individual learning needs and offer targeted advice and resources.

Learning Resources:

Our B.Ed. College maintains libraries, online resources where students can access materials tailored to their learning needs. These resources can include textbooks, videos, and instructional notes.

Professional Development:

B.Ed. program of our professional development opportunities to enhance students' teaching skills. These can address specific learning needs related to classroom management, technology integration, or special education.

Inclusive Education:

Our colleges emphasize inclusive teaching practices, helping students understand how to address the diverse needs of their future students, including those with disabilities or special educational needs.

Self-Assessment:

Our College encouraging students to self-assess and reflect on their learning needs is essential. Colleges incorporate self-assessment tools and reflective assignments to foster a sense of responsibility for one's own learning.

Continuous Improvement:

B.Ed. program of our college continually review and adapt their curriculum and assessment methods based on the evolving needs of students and the educational landscape. This ensures that the learning needs of future educators are met effectively.

In conclusion, Our B.Ed. College takes a multifaceted approach to cater to the learning needs of their students through various assessment tasks. The college provides guideline, offer support, and create a learning environment that is responsive to individual and collective learning needs, ensuring that aspiring educators are well-prepared for their future roles.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

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: 0.4

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
01	0	0	01	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0.1

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	0.50000	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](#)

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: E. None of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: E. None of the above

File Description	Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1

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

Response: 5.14

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
09	02	02	15	8

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](#)

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: 0.71

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
1	0	1	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 0.6

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
2	1	0	0	0

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

3.3.2

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

Response: 0

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	0	0	0	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

3.3.3

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

Response: 0

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
0	0	0	0	0

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](#)

3.3.4

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

Response:

Vasantrao Naik B.Ed. College conducts regular community-related activities like Swachh Bharat Abhiyan, AIDS awareness programs, health awareness programs, and environmental awareness programs play a crucial role in influencing and sensitizing students to social issues while contributing to community development in various ways:

Swachh Bharat Abhiyan:

Our College arranges this program to be aware about cleanliness. This campaign was arranged to clean community related area like bus stop, gram panchyat, all students are involved in this campaign to promotes cleanliness and sanitation. Involving students in cleanliness drives and awareness campaigns instills a sense of responsibility and hygiene practices, which contribute to a cleaner community and better health.

AIDS Awareness Programs:

Our college often arranges AIDS awareness programs. AIDS awareness programs are essential because of critical conditions of this virus. These programs provide information about HIV/AIDS, its transmission, prevention, and treatment. They help dispel myths and misconceptions, ensuring that individuals have accurate knowledge about the virus. AIDS awareness programs aim to reduce the stigma and discrimination associated with HIV/AIDS.

AIDS awareness programs are crucial in the global effort to combat HIV/AIDS, as they not only raise awareness but also contribute to prevention, support, and the reduction of the disease's impact on affected communities.

Health Awareness Programs:

Our college always organizes health awareness program. These programs educate students about various health issues, prevention, and healthy lifestyles. They encourage students to take proactive measures to maintain good health and spread awareness within their communities.

Environmental Awareness Programs: Clean and green environment is the basic need of every human being. Our college students participate in tree planting, waste reduction and conservation efforts in the community space, road side. It teaches students about environmental conservation, sustainability, and the importance of protecting natural resources helps create environmentally conscious individuals.

These activities not only sensitize students to important social issues but also encourage them to take action and make a positive impact on their communities. They foster a sense of civic responsibility and empower students to contribute to the development and well-being of society as a whole.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

3.3.5

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

Response: 0

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

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](#)

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: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	[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: 0

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**

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education

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4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Vasantrao Naik B.Ed. college, Shirur Tajband have a range of adequate facilities to support the various programs offered and ensure a conducive learning environment for students pursuing careers in education.

Classrooms: Our college has separate classrooms for various teaching learning activities like regular teaching classrooms with Well-equipped classrooms with comfortable seating, audio-visual aids, and project based modern teaching technology for first year and second year students, method rooms for micro teaching.

Laboratories:

- Science and Mathematics Labs: Our College offers method courses related to teaching science and math so; we have labs with necessary equipment and materials.
- Computer Labs: Our College has Computer facilities with internet access for ICT, online learning, and preparing teaching materials.
- Psychology Lab: Our College has a psychology lab for practical training and research in educational psychology.
- Technology lab: Our College has a technology lab with full of material like TV set, audio players, VCR, projector, slide projector, audio –video castes, film projector etc. multimedia and audio-visual aids facilities for ICT is also available.

Sports Facilities: Our college has sport facilities for physical education and recreational activities like sport room with essential equipment.

Library: Our institution has a well-stocked library with a wide range of books, journals, research valiums, and educational resources related to various subjects in education-connectivity for e-search and   free e-book search and download facility is also available in library.

Reading room: reading room for boys and girls is available with **Wi-Fi** connectivity and news papers are also available for reading.

Girls Room: college has a special girl's room with attached toilet and urinary facility. Sitting arrangement and a bed is also available in this room for girls.

Principals Offices: A well furnished principal's office is available to handle administrative tasks.

Administrative Offices: A well furnished offices for administrative staff to handle admissions, records, and other administrative tasks.

Staff Room: college has a staff room for teachers to prepare for classes, meet with students, and collaborate on research and do their work in a friendly atmosphere.

Multipurpose Hall: A multipurpose hall is available for seminars, workshops, conferences and cultural events.

Canteen: A canteen facility is available for students and staff in college campus.

Safety and Security: Our College has CCTV surveillance for security to ensure the safety of students, faculty, and staff. Fire safety device is available for safety.

Healthcare Center: Our College has a nearby Govt. primary health clinic Shirur Tajband is available for medical facility for emergencies.

Wi-Fi and Internet Access: Our College provides free reliable internet access throughout the campus for .academic purposes.

Green and clean Spaces: Our college has open areas and garden is developed for relaxation and outdoor activities.

Our B.Ed. college has continues assess its facilities to ensure they meet the evolving needs of its programs and students.

File Description	Document
List of physical facilities available for teaching learning	[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: 100

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

Response: 01

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

Response: 01

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.1.3

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

Response: 0.47

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
0.54494	0.11082	0.13698	0.20080	0.05864

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](#)

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:

Vasantrao Naik B.Ed. college library has automation system with SOUL 3.0 Software. Our college installed the SOUL 3.0 Software Limited version on the library's computers and servers with its best suits in our library following the installation instructions provided by the software vendor. It ensure with features like cataloging, circulation, and reporting.

Data installation:

Our college Transfer existing library data like book records, borrower information, etc. to the new software.

Use of SOUL 3.0:

Train librarian use SOUL 3.0 effectively. This includes cataloging, circulation, generating reports, and troubleshooting common issues.

Book registration:

Our library uses registration process for book identification. The registration process is useful for efficient circulation and inventory management.

Cataloging:

Use the software to catalog all library materials, including books, journals, multimedia, and digital resources. Ensure consistent metadata entry.

Circulation Management:

Implement circulation functions like check-in, check-out, and holds/reservations using the software. Streamline the borrowing and return process.

Patron Management:

Manage patron records, including user accounts, fines, and borrowing privileges, within the software.

Online Access:

Set up an online catalog accessible to users. Ensure that students and faculty can search and request materials online.

Reporting and Analytics:

Our library utilizes the reporting features of SOUL 3.0 to gather insights into library usage, popular resources, and inventory status.

Security and Backup:

Our library implements security measures to protect library data. Regularly back up data to prevent loss.

User Support:

Our library Provide ongoing support to users and staff for any software-related issues or questions.

Evaluation and Improvement:

Periodically assess the effectiveness of the automation system and make improvements based on user feedback and changing library needs.

Stay Updated:

Our library keeps the software up to date with the latest updates and patches provided by the vendor to ensure security and functionality.

Budget Management:

Continuously monitor the costs associated with the software, including licensing fees and maintenance, to ensure it aligns with the library's budget.

By following these steps, our college library successfully adopt automation using SOUL 3.0 Software Limited or any library management software, improving efficiency and user experience.

4.2.2

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

Response:

Vasantrao Naik B.Ed. college library provides remote access of library resources for students and teachers. It has following steps:

Digital Library System:

Our college library implements e-library system e-versions of books, journals, research papers, and other educational materials can search with internet connectivity. This system should have a user-friendly interface.

Online Catalog:

Our college library creates an online catalog of all available resources. This catalog should be searchable by keywords, titles, authors, and subjects, making it easy for users to find the materials they need.

Authentication and Access Control:

Our college library Set ups a secure authentication system. Users, including students and teachers, It ensure that only authorized individuals can access certain materials.

Remote Access Portal:

Our college library develops a dedicated remote access to library resources. This should be accessible from with an internet connection.

User Training:

Our college library provides training to students and teachers on how to use the remote access system. This includes searching for resources, accessing e-books, and downloading materials.

E-books and E-Journals:

Our college library ensures that our digital library includes a wide range of free e-books and e-journals relevant to the field of education. .

Document Xerox Services:

Our college library Offer document Xerox services for physical materials that cannot be accessed digitally. This might involve scanning and emailing book chapters or journal articles upon request.

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Technical Support:

Our college library Provide technical support to assist users in case they encounter any issues while accessing or downloading resources remotely.

Copyright Compliance:

Our college library Ensure that the institution complies with copyright laws and licensing agreements when providing remote access to copyrighted materials.

Regular Updates:

Our college library continuously updates and expands our digital library collection to meet the changing needs of students and teachers. Seek feedback from users to improve the system.

Access from multiple our college library devices: Our college library ensures that the remote access of internet system from various devices, including laptops, tablets, and smart phones.

Security Measures: Our college library implements security measures to protect the integrity and confidentiality of the digital resources.

By following these steps and leveraging modern technology of our B.Ed. college provides effective remote access to library resources for both students and teachers, enhancing their learning and research experiences.

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: 0.11

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
0.03770	0.11082	0.13698	0.20080	0.05864

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](#)

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: 39.92

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: 852

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: 965

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: 863

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: 934

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: 1017

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](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Vasantrao Naik B.Ed. College has specific updated ICT facility including Wi-Fi connectivity. It is depending on the institution's priorities, and technological advancements. Some common upgrades are as follows:

Improved Wi-Fi infrastructure:

Our college has Wi-Fi connectivity for staff and student to upgrade knowledge for teaching and learning. The institution always Upgrading Wi-Fi access points to expanding coverage to ensure reliable and high-speed connectivity. The college has broadband internet connectivity across the campus.

Classroom technology:

Our college has well furnished and technology based classrooms. Classrooms equipping the facility like Interactive flannel boards for interactive teaching, Projectors and screens for presentations, Audio-visual equipment, including microphones and speakers, Student devices such as smart phone for digital learning, OHP for slide presentation and e-connection to enhance teaching and learning.

Computer labs:

Our college has upgraded computer lab for student and staff. This lab has various facilities such as computers, printer, with sitting arrangement. . The computer hardware and software are always updating time to time. The computer lab also has internet connection which ensures that the students have access to the latest tools and technologies.

E-learning platforms:

Our College provides e-learning platform for students. Students always get use of computer lab for their ICT learning. College provides facility Blackboard for course delivery and management, Video conferencing tools such as Zoom meetings, online collaboration platforms like whites App for document sharing real-time collaboration. The college has upgraded e-learning facility for online and offline course delivery, assignments, and communication between students and faculty.

Library resources:

 Our college library has full of sources and references for staff, student and community. The Digitize library resources such as books related ICT technology, e-books, internet connection, computer with internet connection and **Wi-Fi** facility. College has Digitize library which provide online access to e-books, journals, and research materials.

Student support system:

Our College developed user-friendly Student support system for students. College provides an access of academic information, course materials for the ICT. Students are encouraged to use ICT in their regular practice teaching. College also provides academic advising and counseling services to help students with course selection and personal development.

IT supports services:

Our College enhancing technical support services to assist students and faculty with any ICT-related issues. College supports for technical issues and troubleshooting, Network infrastructure maintenance to ensure reliable internet connectivity, Cyber security measures to protect student data and digital resources, Hardware and software procurement and maintenance. Technology used effectively for professional development of teachers and staff.

Our B.Ed. College has its specific ICT facility updates to support the education and research requirements of its students and faculty. The specific technologies and services used in our educational institution. Technology infrastructure, implementing a combination of these tools and services enhance the overall educational experience and support both students and educators in an ICT facility.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 7.27

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 295

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

Response: 295

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](#)

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 0.5

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
0.63	0.20	0.083	0.06	0.15

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](#)

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:

Vasantrao Naik B.Ed. College has a structured system and procedure for maintaining and utilizing physical, academic, and support facilities. .

Maintaining procedure:

Resource Allocation: Our College Appointed a dedicated facility management team responsible for overseeing maintenance and utilization of all facilities.

Facility Management: Our College allocates budgets and resources for facility maintenance, repair, and upgrades. Ensure funds are available for each facility category.

Maintenance Schedule: Our College develops a maintenance schedule for all types of facility, outlining when inspections, repairs, and upgrades will occur.

Utilization Planning:

Academic Facilities: Our College creates an academic planning for classroom usage, ensuring optimal utilization.

Laboratories: Our College has a Plan for lab sessions, experiments, and equipment maintenance.

Library: Our College library has a systematic Implementation cataloging, check-out systems, and quiet study areas.

Sports and Music: Our College has a schedule of sports events, and music lessons.

Computer Lab and Technology Lab: Our College has setup of Computer Lab and Technology Lab and its access schedule and ensure software/hardware maintenance.

Multipurpose hall: Our College has a multipurpose hall to co-ordinate events, and gatherings.

Security Measures: Our College Implements security protocols to safeguard equipment and resources in all facilities.

Student Access: Our College Established guidelines for student access to facilities, ensuring it aligns with academic and extracurricular needs.

Documentation: Our College Maintain records of maintenance activities, resource usage, and facility reservations.

Emergency Response Plan: Our College Developed a emergency plans for facilities, including contact information.

Regular Inspections: Our College has schedule routine inspections to identify wear and tear, safety hazards, and cleanliness issues.

Long-Term Planning: Our College developed a long-term plan for facility upgrades and expansion based on the institution's growth and evolving needs.

Community Engagement: Our College encourages community involvement and partnerships to enhance the utilization of facilities beyond school hours.

Compliance: Our College ensures compliance with local regulations and safety standards for all facilities.

Environmental Sustainability: Our College implements eco-friendly practices in facility management, such as energy-efficient lighting and waste reduction.

Communication: Our College maintains open communication channels with stakeholders, including students, parents, and faculty, to address concerns and share updates.

Continuous Improvement: Our College regularly reviews and updates the facility management system and procedures changing needs.

Our College fallows the specific procedures and system for maintaining and utilizing physical, academic, and support facilities. This general framework serves as a foundation for effective facility management.

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](#)
Data as per Data Template	[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](#)

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](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 19.47

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
10	09	12	09	04

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](#)

5.2.2

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

Response: 83.33

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

Response: 38

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

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

Response: 07

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

5.2.3

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

Response: 16.81

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
09	04	11	10	04

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[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:

Vasantrao Naik B.Ed. College has active Student council is functioning quite significant. The Student Council of our college is working as the voice of the student body, representing their interests and

concerns to the college administration and faculty. The council working actively and collect suggestions from students to improve various aspects of college life. The proactive role of Student council has some aspects as follows:

Organizing Events:

Student Council of our college plays a crucial role in organizing academic and extracurricular events, workshops, seminars, and cultural activities. These events can enhance the overall college experience and promote a sense of community among students.

Organizing meetings: Student council of our college also organizes meetings for student's progression.

Fostering Communication

The Student council acts as a bridge between students and college authorities. It facilitates communication channels, ensuring that important information reaches students and vice versa.

Advocating for Student Welfare:

The Student Council Proactively addressing issues related to student welfare, such as academic support, mental health services, and campus facilities, is an important responsibility. They can push for improvements in these areas.

Promoting Inclusivity:

Student Council encouraging inclusivity and diversity on campus is vital. The Student Council initiates campaigns and initiatives that promote tolerance, diversity, and a welcoming environment for all students.

Leadership Development:

The Student Council provides opportunities for students to develop leadership skills through various roles within the council. This is valuable for personal growth and future career prospects of students.

Collaboration:

The Student Council Collaborating with faculty and administration to implement positive changes in curriculum, teaching methods, and college policies to enhance the quality of education.

Community Engagement:

The Student Council engaging with the local community through outreach programs, partnerships to foster a sense of social responsibility among students.

Conflict Resolution:

In cases of conflicts or disputes among students, the Student Council of our college mediates and find amicable solutions, promoting a harmonious campus environment.

Planning for the Future:

The Student Council contributes to long-term planning by providing input on the college strategic goals and development plans.

In summary, an active Student Council of Vasantrao Naik B.Ed. college plays a proactive role in enhancing the overall college experience, representing student interests, and contributing to the betterment of the institution and its community.

File Description	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](#)

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
03	03	03	03	03

File Description	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

5.4 Alumni Engagement

5.4.1

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

Response:

A functional alumni association of Vasantrao Naik B.Ed. College significantly contribute in the development of institution in several ways:

Moral Support:

Alumni often give Moral support to institution in the critical condition such as organizing events, improvements, and other essential projects.

Valuable Guidance: Alumni association provides valuable guidance for current students and faculty, helping them connects with professionals in their field and facilitating partnerships with other organizations.

Networking Opportunities:

Alumni association provides valuable connections and networking opportunities for current students, helping them find internships, jobs, and mentors.

Mentorship Programs:

 Alumni association offer guidance and mentorship to current students, assisting them in their academic and career pursuits. The association provides advice, and real-world insights that can enhance their educational experience and future career prospects.

Recruitment Assistance:

Alumni association assists in the recruitment of talented students and faculty members, contributing to the institution's growth.

Advocacy and Public Relations:

Alumni association advocates for their institution in the broader community, enhancing its reputation and visibility.

Knowledge Sharing:

Alumni association shares their expertise and experiences, contributing to the academic and research endeavors of the i

Event Participation:

Alumni association organizes events and reunions can foster a sense of community and pride, strengthening the bond between alumni and the institution.

Volunteering:

Alumni association volunteers their time and skills to assist with various campus activities and initiatives.

Organizing Campaigns:

Alumni association organize campaigns and events to generate resources for the institution.

Feedback and Improvement:

Alumni association provides valuable feedback on the institution's programs and services, helping it adapt and improve over time.

Career Assistance:

Alumni association networks help students and recent graduates find job opportunities, internships, and career advice, strengthening the institution's reputation for producing successful graduates.

In summary, a well-organized and engaged alumni association of our college is a powerful asset for the development of the institution, offering moral support, networking opportunities, mentorship, and various other contributions that enhance its overall growth and success.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[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: A. Any 6 or more 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](#)

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	1	1	1	1

File Description	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](#)

5.4.4

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

Response:

An Aluminum Association of Vasantrao Naik B.Ed. College has an effective support system for institutions to motivate students and recognizing, nurturing, and furthering special talents in the following ways:

Support and help: The association provide moral support and help related various issues like scholarships, study and job opportunity outstanding students. This moral support motivate students to excel academically.

Industry Exposure: Aluminum Association Organize industry visits, workshops, and seminars with the Collaboration of College. This exposure can inspire students and provide them with valuable insights into potential career paths.

Mentorship: Aluminum Association Establish mentorship where experienced professionals from the association can mentor students. This guidance help students develop their talents and navigate their academic and career paths effectively.

Award: Aluminum Association Host award that recognize and reward exceptional achievements in fields related to aluminum. This can encourage students to hone their talents and compete at a high level.

Job Opportunities: Aluminum Association Provide Job opportunities for students to for real life experiences which helps them gain practical knowledge and contribute to the carrier growth.

Networking events: Aluminum association organizes networking events, where students interact with industry leaders, which lead to internships, job opportunities, and further development of their talents.

Alumni Engagement: Aluminum Association encourages alumni who have excelled in the aluminum industry to give back by sharing their experiences, offering opportunities, or participating in mentorship programs.

Talent Identification: Aluminum Association actively identifies and recognizes students with exceptional talents in various areas such as teaching related talent. This recognition can boost their confidence and motivation.

Collaborative work: Collaborate with educational institutions on research, internships, or arrangement in various activities like workshop, conferances, and visits etc.that provide students with hands-on experience and a chance to showcase their talents.

Partnerships: Aluminum Association partnerships with aluminum companies to create internship and job placement opportunities for students, allowing them to apply their skills in a real-world setting.

By implementing these strategies, the Aluminum Association serve as a robust support system for educational institutions, motivating students, and nurturing their special talents in fields related to the aluminum industry.

File Description	Document
Documentary evidence in support of the claim	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:

Vasantrao Naik B.Ed. College has a governance system which reflects effective leadership and a participatory mechanism in line with vision and mission typically includes:

Clear Vision and Mission: Our institution have a well-defined and communicated vision and mission statement that serves as a guiding framework for all activities.

Effective Leadership: The College has strong leader as our principal who are not only knowledgeable but also visionary, adaptable, and capable of making tough decisions

Participatory Decision-Making: Our college encourage input and involvement from various stakeholders, including employees, students, and community members, in decision-making processes on various activities.

Transparency: Our College has Maintain open and transparent communication channels to keep all stakeholders informed about the institution's goals, progress, and challenges.

Accountability: College established clear roles and responsibilities, and hold individuals and teams accountable for their actions and performance.

Strategic Planning: Our College develops and implements a strategic plan that aligns with the institution's vision and mission, and regularly review and update it as needed.

Continuous Improvement: College fosters a culture of continuous improvement, where feedback is sought and used to enhance processes and outcomes.

Ethical Governance: Our College has high ethical principles in all actions and decisions, ensuring and fairness.

Stakeholder Engagement: Our College actively engages with stakeholders through regular meetings, surveys, and forums to gather input and assess their satisfaction.

Resource Management: Our College efficiently manages financial and human resources to support the institution's goals and objectives.

Adaptability: Our College has adapted flexible governance system for changing circumstances and

emerging trends while staying true to the institution's core values.

Quality Assurance: IQAC cell Implement systems for quality assurance and assessment to ensure that the institution is meeting its stated objectives. Ensure compliance with relevant laws, regulations, and accreditation standards.

Overall, our college has effective governance process that continuously aligns the institution with its vision and mission.

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 signatureof the Principal	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Vasantrao Naik B.Ed. college has some Institutional practices for decentralization and participative management to involve distributing decision-making authority and involving employees in the decision-making process. Some practices are as follows:

Clear Organizational Structure: Our College establishes a well-defined framework of decentralization that defines roles, responsibilities, and decision-making.

Empowerment: Our College empowers employees by giving them the authority to make decisions within their scope of work. This can include planning, or resource management.

Training and Skill Development: Our College provides training and skill development programs to ensure that those making decisions have the necessary knowledge and skills.

Information Sharing: Our College promotes transparent communication and information sharing throughout the organization. Ensure that relevant data is accessible to decision-makers.

Participative Decision-Making: Our College involves employees in decision-making processes through mechanisms like regular meetings where ideas and concerns are discussed.

Accountability: Our College clearly defines accountability for decisions made at different levels. Individuals are responsible for the outcomes of their decisions.

Continuous Improvement: Our College encourages a culture of continuous improvement where

feedback and lessons learned are used to refine decision-making processes.

Leadership Support: The leadership our college ensures supports and champions the principles of decentralization and participative management.

Communication Tools: Our College utilizes technology and communication tools to facilitate collaboration and information sharing among decentralized units.

Transparency in Resource Allocation: Our College clearly communicates with allocated and distributed across the organization, ensuring fairness and transparency.

These practices of our college help effectively implement decentralization and participative management, fostering a more engaged and empowered workforce while achieving organizational goals.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

Vasantrao Naik B.Ed. college maintaining transparency in an institution's financial, academic, administrative, and other functions for building trust and accountability. some strategies to achieve transparency in these area:

Financial Transparency:

a. Regular Reporting: The College maintains regular financial reports that detail income, expenditures, and financial statements. Make these reports accessible to stakeholders, including employees, students, and the public.

b. Auditing: The College Conducts regular financial audits by independent auditors to ensure compliance with accounting standards and transparency in financial practices.

c. Budget Transparency: The College maintains annual budgets and revisions with detailed breakdowns of expenses. Explain how funds are allocated across various departments and initiatives.

Academic Transparency:

a. Curriculum Access: The College Provides easy access to course catalogs, syllabi, and academic program requirements for current and prospective students on website.

b. Grading and Assessment: Ensure transparency in grading and assessment criteria. Students should know how they are evaluated and have access to their grades.

c. Academic Policies: The College Published academic policies, such as code of conduct, attendance requirements, and academic integrity guidelines on website.

d. Research Transparency: The College encourages transparency in research by sharing methodologies, results, and publications. Promote open-access research whenever possible.

Administrative Transparency:

a. Personnel Records: The College maintains transparent personnel records, including job descriptions, salary scales, and performance evaluations. This helps build trust among staff.

b. Administrative Procedures: The College document and communicate administrative procedures, such as hiring processes, procurement guidelines, and decision-making structures.

c. Meetings and Minutes: The College plan meeting schedules, agendas, and meeting minutes for key administrative bodies, such as boards of trustees.

Other Functions:

a. Public Engagement: The College has Engage with the public and relevant stakeholders through open forums in college to gather input and share information on important matters.

b. Transparency Initiatives: The College has transparency initiatives, such as open on website that provide real-time information on various aspects of the institution's activities.

c. Data Privacy: The College adheres to data privacy regulations and clearly communicates how personal data is collected, used, and protected.

 This maintaining transparency of our college fallows regular review and update their practices to align with evolving standards and best practices, fostering a culture of openness and accountability.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[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:

Vasantrao Naik B.Ed.college effectively deploying a strategic plan for an academic year 2022-23. Institution involves several steps for consideration is as follows:

Clear Vision and Mission: Our College ensures the institution's vision and mission is well-defined and aligns with the strategic goals.

SWOT Analysis: Perform a thorough analysis of the institution's Strengths, Weaknesses, Opportunities, and Threats (SWOT) to inform the strategic direction.

College objectives: Our College establishes Specific, Measurable, Achievable, Relevant, and Time-bound objectives that are aligned with the institution's mission.

Action Plans: Our College develops a detailed action plans that outline the steps,responsibilities, and timelines for achieving each goal.

Resource Allocation: Our College allocates resources (human, financial, and technological) strategically to support the plan's implementation.

Communication: Our College communicates the strategic plan and its progress to all stakeholders to ensure alignment and buy-in.

Training and Development: Provide training and development opportunities for employees to build the skills and knowledge needed to execute the plan effectively by orientation program.

Feedback Mechanisms: Our College establishes mechanisms for collecting feedback from stakeholders to make informed adjustments to the plan.

Continuous Improvement: Our College continuously reviews and refines the plan to adapt to changing circumstances and stay relevant.

Leadership Commitment: Our College ensures strong leadership commitment and support throughout the implementation process.

Long-Term Perspective: Our College keeps in mind that strategic planning is a long-term endeavor, and results may not be immediate.

By following these steps and maintaining a commitment to the strategic plan's execution, our college effectively deploy its strategic plan and work toward its long-term goals.

File Description	Document
Documentary evidence in support of the claim	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:

Vasantrao Naik B.Ed. college has Effective and efficient set up of functioning educational bodies, as seen in their policies, administrative setup, appointments, and service rules procedures, to achieving the following goals:

Clear and Inclusive Policies:

Educational bodies of our college develop clear, comprehensive, and inclusive policies that define their objectives, curriculum, assessment methods, and standards. These policies are accessible to all students.

Transparent Administrative Setup:

The administrative structure of our college is transparent, minimizing bureaucracy and ensuring decision-making processes are clear and efficient. This includes well-defined roles and responsibilities for staff and administrators.

Merit-Based Appointments:

Our college Recruitment and appointments are based on merit, ensuring that qualified individuals are hired for teaching and administrative roles. This helps maintain the quality of education.

Fair and Consistent Service Rules:

Service rules and procedures of our college are fair, consistent, and aligned with the organization's goals. These rules should also address professional development and growth opportunities for staff.

Regular Evaluation and Feedback:

Educational bodies of our college establish a mechanism for continuous evaluation and feedback from students, teachers, parents, and other stakeholders. This information is used to make improvements.

Resource Management:

Our College has efficient allocation and utilization of resources, such as finances, facilities, and

technology, are crucial for the smooth functioning of educational bodies.

Professional Development:

Our college encourages and support ongoing professional development for educators and staff to ensure they stay updated with best practices in education.

Inclusive Education:

Our College promotes inclusivity and diversity in the educational system to ensure equitable access and opportunities for all students, regardless of their background or abilities.

Data-Driven Decision-Making: Our College Uses data and analytics to make informed decisions about curriculum adjustments, resource allocation, and educational policies.

Community Engagement:

Our College Fosters strong relationships with the community, parents, and local stakeholders to ensure that educational policies and practices align with the needs and expectations of the community.

Adaptability: Educational bodies of our college adapt changing educational trends, technological advancements as per educational and social needs.

Quality Assurance: IQAC Cell of our college Implement quality assurance mechanisms, such internal and external evaluations, to maintain and improve the quality of education provided.

Over all Our College's effective and efficient educational bodies prioritize transparency, inclusivity, quality, and adaptability while adhering to clear policies and procedures to achieve their educational objectives.

File Description	Document
Documentary evidence in support of the claim	[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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

6.2.4

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

Response:

Vasantrao Naik B.Ed. College has governing bodies, cells, and committees to oversee various aspects of their operations. Implementing decisions effectively throughout its minutes of meetings involves several steps:

Recording Minutes:

A designated person took notes as minutes during meetings. Minutes should include details like attendees, date, time, agenda items, discussions, decisions, and action items.

Distribution:

After the meeting, our college distribute the minutes to all relevant parties, including committee members and stakeholders. Ensure that everyone who needs access to the information receives it promptly.

Clarification:

Our college encourages members to review the minutes and seek clarification if needed. This can help avoid misunderstandings and ensure that everyone is on the same page regarding resolutions and decisions.

Action taken:

Clearly outline action items in the minutes, specifying required information. This holds individuals accountable for implementing decisions.

Follow-Up:

Our College gets regular follow up on the status of action items during subsequent meetings. This helps track progress and addresses any obstacles or delays.

Documentation:

Our College maintains meeting minutes and associated documents. This ensures easy access for reference and auditing purposes.

Feedback Mechanism:

 Feedback mechanism of our college works through regular reports and discussions taken during meetings.

Transparency:

Our College maintains transparency by sharing information about resolutions and their implementation with relevant faculty, staff, students, and external partners.

Compliance: Our College Ensure that all actions taken are in compliance with institutional policies, regulations, and relevant laws

By following these steps and maintaining clear, organized, and well-documented minutes of meetings, of our institution increase the likelihood of successfully implementing decisions effectively.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Vasantrao Naik B.Ed. College implements welfare measures for both teaching and non-teaching staff through a combination of policies, practices, and initiatives. Some steps are as follows:

Policy Development:

Our institution establishes clear policies outlining the welfare measures it provides to staff. These policies covers areas such as health benefits leave policies, retirement plans, and professional development opportunities.

Competitive Compensation:

 Our institution ensuring the staff receives competitive salaries and benefits is a fundamental welfare measure. This includes regular salary reviews and adjustments to keep pace with inflation and market standards.

Health and Wellness Programs:

 Our institution providing access to health insurance and on-campus healthcare facilities promotes the physical and mental well-being of staff.

Professional Development:

Our institution offering opportunities for professional growth, including workshops, conferences, and courses, is essential for enhancing the skills and career prospects of teaching and non-teaching staff.

Work-Life Balance:

Our institution encouraging a healthy work-life balance through flexible schedule, reasonable workloads improve staff well-being.

Safety and Security:

Our institution ensuring a safe and secure work environment is crucial. This includes measures like security personnel, emergency response plans, and anti-harassment policy.

Recognition:

Our institution recognizing the work of staff for their contributions through recognition programs to boost morals and motivation.

Collaborative Decision-Making:

Our institution involving staff in decision-making processes, through forums or committees, allows them to have a say in matters that affect their welfare.

Diversity and Inclusion Initiatives:

Our institution Promoting diversity and inclusion in the workplace fosters a supportive and equitable environment for all staff members.

Community Engagement:

Our institution encouraging staff to engage with the local community through volunteer programs or partnerships enhances their sense of purpose and well-being.

Legal Compliance:

Our institution ensuring compliance with labor laws and regulations is crucial to protect the rights and interests of staff.

Overall, our teacher education institution prioritizes the welfare of both teaching and non-teaching staff to create a positive and productive work environment. Regular adaptation of these measures is vital to meet the evolving needs of the staff and maintain their satisfaction and well-being.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)

6.3.2

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

Response: 0

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

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](#)

6.3.3

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

Response: 0

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

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

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](#)

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: 25.71

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
05	04	00	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

Vasantrao Naik B.Ed. College has a performance appraisal system for teaching and non-teaching staff it involves the following steps:

Goal Setting: Our College establishes clear, measurable, and achievable performance goals for each staff member. These goals should align with the institution's mission and objectives.

Self-Assessment: Our College conducts a self-assessment, reflecting program for teacher to measure achievements, strengths, and areas needing improvement.

Supervisor Evaluation: Supervisors, such as principal of our college provide his views on their observations about the staff member's performance against set goals.

Peer Reviews: Our College encourages colleagues to provide input through peer reviews. These offer valuable insights into teamwork and collaboration.

Student Feedback: Our College collected feedback from students, as they can provide insights into teaching effectiveness and non-teaching staff interactions.

Performance Appraisal discussion: Our College conducts regular performance appraisal discussion evaluations, set future goals, and address any concerns or development needs.

Development: Our College identifies areas for improvement and provide opportunities for professional development.

Documentation: Our College maintains thorough records of performance appraisals, including feedback, evaluations, and action plans.

Recognition: Our College recognizes outstanding performance to motivate staff and encourage continuous improvement.

Improvement Plans: Our College develops improvement plans for staff members who may be struggling to meet performance expectations.

Review: Review the appraisal system yearly ensure it remains relevant and effective in evaluating both teaching and non-teaching staff.

The appraisal system is fair, transparent, and consistent across all staff members. Regular communication is the key component of a successful performance appraisal process.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Vasantrao Naik B.Ed. College conducts regular internal and external financial audit for every financial year. Institutional audit is essential to ensure financial transparency, accountability, and compliance with regulations. A brief overview of the process is as follows:

Internal Financial Audit:

Objective: To review financial records, transactions, and internal controls to identify discrepancies, errors, or fraud within the organization.

Steps: The organization

a. Appoint an internal auditor.

b. Define the scope of the audit, including specific financial areas to be examined.

c. Review financial statements, ledgers, budgets, and expenditure reports.

d. Assess internal controls and compliance with financial policies.

e. Identify and report any irregularities or weaknesses.

f. Provide recommendations for improvement.

External Financial Audit:

Objective: To provide an independent assessment of the college's financial statements.

Steps: The College

a. Hire external auditing certified public accountants (CPAs).

b. Determine the audit scope and objectives.

c. Provide access to financial records, statements, and supporting documents.

d. The external auditors will perform testing and verification of financial transactions.

e. Issue an audit report with opinions on the fairness of the financial statements.

f. Address any audit findings or recommendations for corrective action.

Compliance with Regulations:

Ensure that the audits adhere to relevant laws, regulations, and auditing standards, such as Generally Accepted Auditing Standards (GAAS) and Generally Accepted Accounting Principles (GAAP).

Documentation:

Maintain comprehensive records of audit reports, findings, and responses to audit recommendations.

Follow-Up and Improvement:

Implement corrective actions based on audit recommendations.

Yearly review and update financial policies and procedures.

Schedule regular follow-up audits to track progress and ensure ongoing compliance.

By conducting both internal and external financial audits, Our College maintains financial integrity; demonstrate accountability to make informed decisions to improve its financial management practices.

File Description	Document
Report of Auditors of last five years signed by the Principal	[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

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	0	0	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](#)

6.4.3

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

Response:

Vasantrao Naik B.Ed. College is a self-financed B.Ed. college. It has a careful financial planning and

resource management. Strategies to mobilize funds and optimize resource utilization are as follows:

Tuition Fees: Our College runs as self finance institution. Tuition fees are the basic source of fund. The college has sustainable tuition fees.

Scholarships: Our college Seek government (GOI) scholarships to support students and reduce their financial burden.

Partnerships: Our College has MOU with local schools for student teaching placements and share resources to reduce expenses.

Efficient Operations: Streamline administrative processes to reduce overhead costs.

Investment Planning: The organization invests endowment and reserve fund for long-term investment strategy for surplus funds.

Need based Programs: Create need-based programs to attract a diverse student body.

Resource Optimization: Ensure classrooms and facilities are utilized optimally throughout the day.

Budget Monitoring: Continuously monitor expenses and adjust budgets as needed.

Fee Collection Systems: Implement efficient fee collection systems to minimize delays.

Professional Development: Invest in faculty programs like orientation to enhance teaching quality and attract students.

By implementing these strategies our college better mobilize funds and make efficient use of resources in our self-financed B.Ed. College.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[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:

Internal Quality Assurance Cells (IQACs) Vasantrao Naik B.Ed. College employs various strategies to

ensure and enhance the quality of education. Quality assurance strategies used by IQACs:

Curriculum planning and Review: IQACs play an important role in curriculum planning and reviewing the curriculum to ensure it is up-to-date, relevant, and aligned with educational standards.

Teaching-Learning Processes: IQACs monitoring and improving teaching methods, including the use of technology, innovative pedagogical practices, and feedback mechanisms, to enhance the quality of instruction.

Assessment and Evaluation: IQACs ensuring fair and transparent assessment practices, including the feedback to students.

Faculty Development: IQACs providing opportunities for faculty members to upgrade their skills and knowledge through workshops, seminars, and training programs.

Research and Publications: IQACs encouraging research among faculty and students, leading to publications, which can contribute to the academic reputation of the institution.

Infrastructure and Resources: IQACs ensuring that the institution has adequate infrastructure, libraries, laboratories, and other resources to support teaching and learning.

Student Support Services: Offering academic and counseling support services to students to enhance their overall learning experience.

Internal Reviews: Conducting regular internal reviews of various administrative processes to identify areas for improvement.

Feedback Mechanisms: IQACs collecting feedback from students, faculty, and other stakeholders to gauge their satisfaction and gather input for improvement.

Quality Policy and Documentation: IQACs developing a quality policy and maintaining documentation related to various quality assurance activities and outcomes.

Accreditation and Affiliation: IQACs preparing for accreditation processes and ensuring compliance with the standards set by accrediting bodies.

Continuous Improvement: IQACs emphasizing a culture of continuous improvement where feedback and data are used to make informed decisions and enhance overall quall

These strategies of IQACs in our teacher education institutions maintain and enhance the quality of education and ensure that the institution meets its goals and objectives.

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](#)

6.5.2

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

Response:

Vasantrao Naik B.Ed. College reviews its teaching-learning process through its Internal Quality Assurance Cell (IQAC) by following a structured approach.

Establish IQAC:

Our College established IQAC cell for quality management. It ensures that the IQAC is well-constituted with qualified faculty members and experts from our college.

Set Objectives:

IQAC cell of our College Clearly define the objectives of the teaching-learning process review. These objectives should align with the institution's overall goals and quality enhancement.

Data Collection:

Gather data from feedback, faculty performance, course content, assessment methods, and infrastructure.

Analysis of Data:

Analyze the collected data to identify strengths, weaknesses, opportunities, and threats (SWOT analysis).feedback from various stakeholders, including students, faculty, alumni, and employers, to gain a comprehensive understanding of the quality of education provided.

Action Plan: IQAC develop an action plan based on the findings. This plan should outline specific measures to address weaknesses and enhance strengths.

Implementation: IQAC put the action plan into action, which may involve faculty development programs, curriculum revisions, or infrastructure improvements.

Monitoring: IQAC continuously monitor the progress of the implemented changes. Ensure that they are leading to the desired improvements in the teaching-learning process.

Review and Evaluation: Periodically review and evaluate the effectiveness of the changes made. Make

necessary adjustments to the action plan as required.

Documentation: IQAC Maintain comprehensive records of the entire review process, including data, action plans, and outcomes. This documentation will be valuable for future reviews and accreditation processes.

Reporting: IQAC prepares a detailed report summarizing the IQAC's findings, actions taken, and outcomes achieved.

Continuous Improvement: IQAC emphasizes the importance of a culture of continuous improvement in the institution. Encourage faculty and staff to actively participate in quality enhancement initiatives.

The specific process is depending on the institution's context and requirements. Regular and systematic reviews by the IQAC is maintaining and enhancing the quality of our teacher education.

6.5.3

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

Response: 0

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

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

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](#)

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: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Data as per Data Template	[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:

Vasantrao Naik B.Ed. College keeps track of incremental improvements in academic and administrative domains through quality assurance initiatives by following these steps:

Establish Clear Goals and Objectives: Define specific, measurable, and achievable goals for academic and administrative improvements. Ensure that these goals align with the institution's mission and strategic priorities.

Implement Key Performance Indicators (KPIs): Identify and track relevant KPIs for both academic and administrative areas. For academics, this might include student performance metrics, graduation rates, or course evaluations. For administration, it could involve financial management, staff satisfaction, or compliance with regulations.

Regular Data Collection and Analysis: Continuously collect data related to the selected KPIs. This data should be both quantitative and qualitative. Use surveys, assessments, and feedback mechanisms to gather information on academic and administrative processes.

Benchmarking: Compare your institution's performance data with industry or sector benchmarks. This helps identify areas where improvements are needed.

Quality Assurance Framework: Develop a comprehensive quality assurance framework that outlines

processes for assessing and improving both academic and administrative functions. This should include protocols for data collection, analysis, reporting, and action planning.

Continuous Improvement Teams: Establish teams responsible for analyzing data and identifying areas for improvement. Include representatives from academic and administrative departments to ensure a holistic approach.

Action Plans: Based on data analysis, create action plans that outline specific steps for making incremental improvements. Ensure that these plans are realistic and include timelines, responsible parties, and resource allocations.

Monitoring and Evaluation: Regularly monitor the progress of the action plans. Use periodic evaluations to assess the effectiveness of implemented changes and adjust strategies as needed.

Documentation: Keep detailed records of all quality assurance initiatives, data, and outcomes. Documentation is essential for demonstrating progress and accountability.

Communication: Maintain open communication channels with stakeholders, including faculty, staff, students, and external accrediting bodies. Share progress reports and successes transparently.

Feedback Loops: Encourage feedback from all stakeholders and use it to refine quality assurance processes and initiatives.

Professional Development: Invest in the professional development of faculty and staff to ensure they have the skills and knowledge needed to contribute to ongoing improvements.

External Reviews: Consider engaging external evaluators or accrediting bodies to provide an independent assessment of your institution's quality assurance efforts.

Adaptability: Be adaptable and willing to adjust strategies based on changing circumstances and evolving best practices in education and administration.

By following these steps and maintaining a commitment to continuous improvement, a teacher institution can effectively track incremental improvements in both academic and administrative domains through quality assurance initiatives.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Our institution has a stated energy policy streamlining rates energy conservation. Use of alternate sources of energy for meeting its power requirements.

A. Energy policy:

A key component of the Vasantra Naik B.Ed. College of sustainability program is energy conservation are guidelines that are intended to manage and reduce energy consumption on all college guidelines should be followed by all student, staff and teacher.

The energy uses policy of college each to manage energy in such a systematic way to minimize its impact on the environment. It will help to us efficient and environmental awareness into our everyday activities helping us to realize responsibilities and commitment to conservation of natural resources and to limits its uses.

Policies

1. To assess source energy uses and measure its impact on the environment.

2. To reduce local air pollution emissions using environment friendly vehicles, Including bicycle, public transportation.

3. To work with the local community to enhance the Environment protection practices and energy conservation strategies among the rural community.

 The Vasantrao Naik B.Ed. College has a policy for energy conservation. By reducing the consumption of energy and using less of an energy services.

Energy conservation is a practice of reducing the quantity of energy use.It maybe attends through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in additions to make use of natural energy. Conservation of energy has been done by various methods.

1. Planting trees all around the campus so that there is a less uses of air conditioners.

2. Insulating a building allows it to useless heating and cooling energy to achieve and maintain a thermal comfort.

3. Installing lights emitting DOD bulb fluorescent our natural sunlight windows reduce the amount of energy required to attend the same. Level of illumination compared to using traditional incandescent and light bulbs.

4. Vasantrao Naik B.Ed. colleges building is to comfort of use maximize natural light. Adding blinds window fixtures in classroom can allow teachers to reduce glare while trading electrical lights for natural sunlight.

5. Natural sunlight wheel create more relaxed learning environment compared to the harsh overhead light that are normally in classrooms.

Objectives of energy Management:

- Improvement in energy efficient to reduce energy consumption and cost.

-Eliminate wastage by use of good housekeeping practices.

- Minimize Environmental degradation.

-Energy management principles.

-Use energy at highest possible efficiency.

-Use low investment technologies.

- Reduce and reuse.

Types and Use Energy:

1. Electrical energy -

Indoor and outdoor illuminations, AC ventilations, water pumping, computers and laboratory equipments, workshop etc.

2. Solar energy- For night lamps now we are preparing for solar heat energy in few days.

Electrical supply system

Electrical supply to campus is through meter number -07601926131.

3KV. Supply from MSEDCL over headline- 3 KV. Packaged substation is installed to step down

1/04/404/4650/4434071 Pole no. 00000051 to college building.

In substation electrical supply is distributed to various sections of campus cable network protected adequately to avoid mechanical damage energy is measured by utility at by using TOD meter.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

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

Introduction:

Vasantrao Naik college of B.Ed. is committed to transform lives and serve the society through pursuit of excellence in teaching, lifelong learning cultural enrichment, outreach services.

Our college realises sustainable and holistic waste management essential in reducing. Environmental footprint provide safe and healthy environment for teaching and non teaching staff, students and visitors.

The college has a duty to ensure that all the campus wasters are disposed of responsibly by using proper waste segregation if possible converting it into value added environment friendly product.

Policy statements:

The college will adopt the principles of the best practicable environmental option in the delivers of its Management services the college will apply waste approach to reduce to reused and recycle. And recover waste products in preference to the disposal of ways to landfill.

The college requires all the teaching and non teaching staff students' guest and anyone else. Making use of the premises to comply with the policy and associated college environmental guidance to ensure compliance with all waste legislations and solid waste generated in the campus shall be managed and handled in accordance with the compliance criteria.

Policy objectives: The objectives of this policies are as follows:

1. To ensure that waste management is performed in accordance with always legislative requirements including the duty of care and to plan for future legislative changes and to mitigate their effects..

2. To minimize waste generations at source and facilities repair reduce reuse and recycling over the

disposal of wastage in cost effective manners.

3. To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.

4. to promote environmental awareness in order to increase and encourage waste minimization ,reuse and recycling.

6. To provide appropriate training for teacher, student, staff and other stakeholders on waste management issues.

7. To promote holistic approach of waste management in the campus.

Vasantrao Naik college of B.Ed. has designed methods for the management of waste generated in the campus using the basic wave management strategy of Reduce, reuse, recycle.

 Reduce the amount of waste generated reuse everything to it maximum after proper segregations and cleaning and keeping things which can be recycled aside and handed over to appropriate agencies the waste generator in the campus includes solid waste and e-waste. The environmental policy of our institute achieves zero discharge and complete utilizations of the waste with well designed strategies to make campus clean hygienic and healthy.

File Description	Document
Documentary evidence in support of the claim	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
Documentary evidence in support of each selected response	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

7.1.5

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

Response:

Our Institution is committed a maintenance of cleanness sanitations green cover and providing a pollution free healthy environment

Introduction:

Vasantrao Naik B.Ed. College pleads a clean and green campus where environmental friendly practices and education combine to promote sustainable and eco friendly practices in the campus.

Environmental awareness Policy of our College:

The College is committed to managing campus in accordance with responsibilities towards promoting sustainable environment these are following -

1. Green environment and clean campus:

The college he was strict instructions to students to maintain the clean and green campus.

2. Solid waste management:

The college focuses on Solid waste management. Solid waste segregated as biodegradable and non degradable and handed over to Gramapanchayat of Shirur Tajband./Clean mission vehicle 'Swacch Bharat Mission .

3. E-waste management:

The college is grappling with ways to efficiently and cost effectively handed the issue of electronic waste or E-West on campus.

4. Maintenance of water bodies:

The college aims to provide the best services to the students in all the possible ways, education facilities, in infrastructure basic necessity is like water. The college has a good storage of water in syntax.

5. Water conservation and management:

The college is located in outside area of village and known for acute water shortage. So college realizes the value of every drop of water and save the rain water strategically for future use.

.

6. Landscaping with trees and plants:

Our college organize tree plantation program every year at the college campus. Students and teachers take part in 'Zade Lava Zade Jagava' programme . Students and staff enthusiastically initiate participate in the tree plantation. . College celebrates 'The World environmental day on June 5th every year. Last year we planted banyan tree is known as oxygen bank .

7. Energy use and conservation:

Use of LED bulbs in college principal's office, administrative office, library, guest room, ladies room, common room, classroom, computer lab, science lab, department, all class rooms LED bulbs to save the conserve energy.

8. Air pollution Management:

No Smoking Zone: No Smoking no Tobacco' in campus area. Tobacco and tobacco products are strictly prohibited in the college premises and consuming tobacco products is a punishable offence.

The instructions regarding these are given to students and the stop members the boards are displayed at various places in the college.

C. Ban on single use plastic on the campus: Our college has been constantly adopting practices and revising its policies towards a cleaner and plastic free campus

9. Sanitation:

The policy there is not wastage of water. The waste water from toilet and urinary of ground floor, first floor and second floor of the college building. This water has been left in the tank on the west side of college.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
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](#)

7.1.7

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

Response: 1.55

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
0.49600	0.72060	0.17750	1.07300	1.04600

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

Our Institution has prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programs to appraise adherence to the code through the following ways.

Regarding Discipline and Code of conduct for students:

1. Self Discipline best Discipline.

2. Students should treat everyone with courtesy.

3. Behavior of students inside and outside the college should be disciplined

4. Students should carry the identity card with them at all times.

5. Students from outside the college should not be brought along.

6. All students should attend all the classes and use the library books when not in class.

7. All students should take note that external factors will not influence and influence the college.

8. Smoking is strictly prohibited in the college premises.

9. The use of mobile phones is strictly prohibited in the college premises as per rules if deliberately

10. Students must be punctual and regular in attending class, tutorials class, test, examination etc. Minimum 80% Attendance is required to fill up exam form

11. Student must be seated in their classrooms at the beginning of each period.

12. Students are expected to come to college dress suitable maintaining decency.

13. Student always wearing I card in college time.

14. Mobile phone and electronic devices is not allowed in college.

15. Admission will be given strictly on merit basis.

16. Impersonation during role call is a punishable offence.

17. Student should carefully follow the notices put up on the notice board online or offline.

18. Students must refrain from miss handling and tempering with library books or college computer system.

19. Damage or destroying of the college property the concerned student shall replace the same.

CODE of Conduct for Teacher:

The following code of conducts are mandatory to the all teacher staff to give obeys as recommended by the college.

1. Teacher should always try to give her/ his best to students.

2. A teacher should always full fill his duties honestly.

3. Our teachers should ethics about the freedom of expression of opinion.

4. Teacher should not discriminate among students and colleagues on the basis of caste, religion etc.

5. Our teacher should not encourage to students for mala practice in the examination.

6. To attend the meetings with management council and implementation of decisions taken in the meetings at institute level.

7. To maintain students attendance daily.

8. To make plan of teaching, practical and theory papers.

Code of conduct for Nonteaching Staff:

1. Every staff member of the college follows the rules of the college.

2. Staff member should be fully conversant with all aspects of the college policies and procedures and

will be prepared to implement them.

3. Staff should discharge their duties with full dedication.

4. Stop should use the college funds judiciously.

5. Staff should do all the work assigned by the principal and other staff member.

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practices:

Vasantrao Naik B.Ed. College has always special efforts in displaying the best institutional values and practices.

Environmental awareness

The institution is committed to sustainable development and protection of the environment. College has clean and green campus policy for environment.

The institution developed a framework for saving environment under swachh Bharat Abhiyan. It also insurance plastic free pollution free smoking free environment in our campus.

The college encourages using of bicycle to staff and students.

Waste management is the best policy of our institution. Our institution develops zero West campus.

The institution has been working for water conservation and to manage water resources in the campus. Our institution adopts a water saving policy.

The institution also adopts an electricity saving policy in our institution. We use open here atmosphere, using sunlight at day, LED lights LCD monitors which are used to minimize its energy consumption.

Competitive exam preparation:

The best practice of our institution is to give guidance for competitive exams like NET, SET, TET, and TEAT regularly since last five year.

•The institution always arranges various programs like AIDS awareness program blood donation camp social service with the local community and society.

•The code of conduct of our college is working for discipline and maintaining a hygienic atmosphere in our college. Describe at least two institutional best practices.

Making SWOT Analysis

Strengthen, Weaknesses, opportunity and Threats Analysis.

* Objectives of Practice

1: To provide Students with good opportunities to observe, learn and improve them.

2: To avail students an exposure to field situation before completing their Bed course.

3: To develop students with all required life skills.

In vasantrao Naik Bed College took a workshop on Making SWOT Analysis for student's personality development. .

Distinctiveness: The distinctiveness of our college lies to promote quality teacher education for rural students.

Research and Outreach activities:

Our institution encourages research activities. The institution supports the teachers for the professional development by providing payable study leaves.

Three faculty members of this college are Ph.D. Research guides in education.

One of the professors has completed a minor research project funded by SRTM University Nanded and one project is in progress.

A professor has completed his Ph.D. degree in this academic year and another one's Ph.D. is in progress.

The college has organized various workshop and conference related to research in higher education.

The institution offers access to the college library in order to encourage research activities. The library has wide range of research books, Buch volumes for the research review. .

the institution also organization various outreach activities such as swachh Bharat movement, AIDS awareness program, health awareness program, tree plantation, environmental awareness program.

The institution has been signed MOU's with various schools colleges to conduct a number of activities such as health awareness program cleanliness program, door to door awareness program, practice teaching, internship and students placement

 The IQAC incentives organized conference, seminars, workshops to enrich the research culture among the teachers and students.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vasantrao Naik B.Ed. college vision to provide quality teacher education in the service society and nation so, Our College works for this achievement. The distinctiveness of our college is related to our vision and mission. Our college performs in the field of teacher education with respect to various dimensions to the quality of education and its impact on human and constitutional values, standard facilities, teacher personality and skill development, as well as social and national development. .

Quality of Education and Training:

Our college provides high-quality education and training programs that align with the latest pedagogical methods, curriculum standards, and research in the field of education. This ensures that future teachers are well-prepared to impart knowledge effectively.

Human and Constitutional Values:

Our Teacher education institutions emphasize the importance of human and constitutional values, including principles of equality, justice, freedom, and democracy. Teachers should be trained to instill these values in their students and serve as role models.

Standard Facilities:

Our college has adequate infrastructure, including well-equipped classrooms, libraries, laboratories, and modern technology, is essential for effective teacher education. Institutions invest in maintaining and upgrading facilities to meet the evolving needs of education.

Teacher Personality and Skill Development:

Our College provides knowledge beyond subject and focus on the holistic development of teacher personalities. This includes fostering qualities like empathy, communication skills, adaptability, and leadership, which are essential for effective teaching.

Social and National Development:

Our Teacher education institution plays a pivotal role in shaping the future of a nation. Teachers trained in these institutions are responsible for imparting knowledge and values to the next generation. Therefore, their training should align with the broader goals of social and national development, promoting inclusivity, diversity, and innovation.

Our institutional performance in this area has a comprehensive framework to enhance quality in teacher education. Our faculty works with regular reviews, feedback mechanisms, and collaboration with educational stakeholders for improvement in teacher education.

5. CONCLUSION

Additional Information :

Additional information about of our institution includes:

Institution Authorities: Our institution runs by a reputed institution authorities which is known as bench mark of education field, it ensure that it meets certain standards of quality and effectiveness in teacher training programs.

Program Offerings: Our College explores the specific teacher education program offered, for secondary teacher.

Faculty Qualifications: The qualifications and experience of our teaching faculty, as their expertise greatly impact on teacher education.

Class Sizes: Smaller class sizes of our institution often lead to more personalized instruction and better learning experiences.

Facilities: The quality of classrooms, libraries, technology resources, and other facilities that support our teacher education program.

Student Support Services: Our College always provides tutoring, counseling, and other services to support students throughout their teacher training.

Field Experience: Our institution provides opportunities for practice teaching experience, including internships and placements.

Graduation Rates and Job Placement: The institution's graduation rate is good and successful to securing teaching placements.

Alumni Network: A strong alumni network of our college provides valuable connections and support to start students teaching career.

Education Philosophy: Our institution's teaching philosophy and approach to education influenced on our learning experience.

The Institution conduct research and visit to institution, as possible, to gather more information and make an informed decision about our teacher education.

Concluding Remarks :

The conclusion of our teacher education program which involves several elements:

Our Graduates usually receive degree of secondary teacher education, which qualifies them to teach in their respective subject areas .The Teacher education programs our college emphasizes the importance of reflective

practice, where educators analyze their teaching experiences to improve their skills, which is useful for practice teaching. Our Graduates have a solid knowledge of Pedagogy understanding of teaching methodologies, curriculum development, and assessment techniques.

Over all our college starves for professional development of our student. Teacher education programs promote ongoing professional development, encouraging graduates to stay current in their field. The conclusion typically reinforces graduates' commitment to promoting learning and fostering positive educational environments, for teacher education program marks the transition from student to educator, equipped with the knowledge and skills needed for a successful teaching career.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: {{TABLE_1}} Answer After DVV Verification : {{TABLE_2}}
1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification: {{TABLE_3}} Answer After DVV Verification : {{TABLE_4}}
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: {{TABLE_5}}

Table 1:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	0	0	0

Table 2:

2022-23	2021-22	2020-21	2019-20	2018-19
109	0	0	0	0

Table 3:

2022-23	2021-22	2020-21	2019-20	2018-19
164	0	0	0	0

Table 4:

2022-23	2021-22	2020-21	2019-20	2018-19
109	0	0	0	0

Table 5:

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	19	16	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	17	16	22

Remark : Input is edited as per the given observation.

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: E. Any 1 or none of the above Remark : Input is edited as per the given observation , Any 1 of the above can be considered .
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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input is edited as per the observation , None of the above can be considered .

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input is edited as per the observation , Any 3 of the above can be considered.
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : As per the observation , None of the above can be considered .
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years**

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

Answer before DVV Verification : 6
Answer after DVV Verification: 5

Remark : Input is edited as per the observation.

2.5.3	Average teaching experience of full time teachers for the last completed academic year. 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 : 9 Answer after DVV Verification: 78 Remark : Input is edited as per the given documents by HEI.
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	49	47	49	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	37	29	50	51

Remark : Input is edited as per the given documents by HEI.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	50000	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.50000	0

4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**
	4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 01 Answer after DVV Verification: 01 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 01 Answer after DVV Verification: 01 Remark : as per suppoeting documents.

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
54494	11082	13698	20080	5864 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0.54494	0.11082	0.13698	0.20080	0.05864	

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
3770	11082	13698	20080	5864 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0.03770	0.11082	0.13698	0.20080	0.05864	

| 4.3.3 | **Internet bandwidth available in the institution**

4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS**
Answer before DVV Verification : 1
Answer after DVV Verification: 295 |

Remark : Input is edited as per the given clarification documents by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108667	2002206	144251	118777	70511

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.63	0.20	0.083	0.06	0.15

Remark : Input is edited from clarification documents.

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

5.2.2.1. Number of outgoing students progressing from Bachelor to PG.
Answer before DVV Verification : 38
Answer after DVV Verification: 38

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 : 07
Answer after DVV Verification: 07

Remark : Input is edited as per the given clarification documents by HEI . Ph.D. students considered.

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
08	08	08	08	08

Answer After DVV Verification :

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

03	03	03	03	03

Remark : Input is edited as per the given clarification documents by HEI .vitied(activities under an event is considered as one input is edited according to it.)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	02	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	00	0	0

Remark : Input is edited as per the given clarification documents by HEI .

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49600	72060	17750	107300	104600

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.49600	0.72060	0.17750	1.07300	1.04600

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

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

| 109 | 107 | 100 | 96 | 72 |

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109	106	100	96	72

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	36	24	16	21

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	53	47	49	23

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	44	39	23

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	54	53	47	49

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

Answer before DVV Verification:

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

9	9	8	7	8

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	09	09

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	07	07	07

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5989700	3940836	3308220	3342992	6044322

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59.89700	39.40836	33.08220	33.42992	60.44322