



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANT DNYANESHWAR B. ED. COLLEGE

GUT NO-316,BHANASHIWARE,TAL-NEWASA,DIST-AHMEDNAGAR
414609

www.sdbednewasa.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sulochana Belhekar Samajik Va Bahuuddeshiya Sanstha was established in the year 2005 with purpose to provide technical education to people in the vicinity. During last two decades it has emerged as a vibrant educational institute that provides quality education. Presently it runs educational institutes that impart education from pre-primary to degree granting organizations. It includes International CBSE School, College of Agriculture, Management Institute, BCA College and Teacher Education Institute. Sanstha's primary objective is to provide quality education to the masses in the vicinity so as they can keep themselves abreast of new knowledge frontiers in this era of technology and globalization.

Teacher Education Institution was established in the year 2007 with purpose to provide quality teacher education to the rural masses in the vicinity. It operates as permanent non-grant institution affiliated to the Savitribai Phule Pune University. It also holds recognition from the National Council for Teacher Education (NCTE). The college is situated in the village Bhanashivre, of Newasa Tehsil of Ahmednagar District, Maharashtra. The famous holy place Newasa where Sant Dnyaneshwar wrote Dnyaneshwari is located at a distance of 10 km, The College offers a two year regular B.Ed. programme and currently accommodates single unit of 110 students teachers. Besides the college offers skill oriented education through six certificate and add on courses. These certificate and add on courses promote all round development of students and equip them with career skills. The college gives huge impetus to extension activities and outreach programmes.

Since its inception in 2007 the college has evolved into a renowned center for teacher education. Over the years it has trained more than 1500 student teachers who have excelled in established educational institutions, government sectors and various other fields. It believe in fostering an innovative educational atmosphere, providing opportunities and experiences for student teachers and faculty members to grow and succeed. With a strong commitment to national integrity and in line with recent developments in education in the form of National Education Policy 2020, the college aspires to achieve excellence.

Vision

Vision:

To establish a centre of excellence to build multifacated personalities nurturing administrative abilities and social values contributing to the development of the nation.

Mission

Mission Statements:

1. To develop competent, professional and value oriented graduates to face educational challanges

2. To provide an education that nurtures administrative abilities and social values contributing to the development of the society

3. To create an environment for developing entrepreneurs to support social and economic needs of the nation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, Supportive and proactive management
- Qualified and competent faculty members
- State of the art infrastructure and physical facilities
- Centrally located and easily accessible location
- Excellent enrollment ratio
- Availability of schools in the vicinity for internship

Institutional Weakness

- No national and international collaborations
- Insufficient number of MoUs and Collaboration for student and faculty exchange
- Financial restraints due to permanent non-grant status
- Lack of funded projects from government agencies

Institutional Opportunity

- To start post graduate programme in teacher education as well as integrated four year B.Ed. programme
- To start more number of skill-development and vocational education courses
- Scope for collaborative research projects
- Increased e-governance
- Strengthening industry academia linkage

Institutional Challenge

- To update curriculum in line with National Education Policy 2020
- Mobilizing Alumni support in terms of academics and donations
- Execution of collaborations with various institutions
- Keeping abreast of recent developments in the field of education

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sant Dnyaneshwar B. Ed College, Bhanashiware is affiliated to Savitribai Phule Pune University, Pune. Institute has clearly defined the vision and mission statements that are mapped with the current education

policy. College offers co-education through two-year regular B.Ed. program using choice-based credit system along with 7 value added courses and self study facilities in the college.

The syllabi of value-added courses are designed by the faculties considering various skills and competencies and approved by CDC through IQAC. Value-added courses have been offered during the assessment period. 30 students are enrolled to each course and they successfully completed courses offered by the institution.

Academic Calendar is prepared in tune with the university calendar and keeps adherence to it. The college has devised a strong support mechanism using ICT and an enriched library having good resources.

The student-centric mechanism is designed and employed to encourage participative, collaborative, and experiential learning through projects, internships, field visits, surveys, educational tours, case studies, and continuous evaluations through seminars, group discussions, class tests, home assignments, projects and practical.

Faculty members contributed largely in curriculum planning and execution on the institutional level. Faculty members are actively involved in Question Papers Setting, Moderation, Assessment, and Evaluations of university examinations.

Academic flexibility is provided through elective CBCS courses in all programmes.

Effective curriculum delivery is evidenced through well planned Academic calendar, timetable, Teaching Plan, Teacher's Diary, Bridge Courses, mentoring records, Result Analysis, attainment of PLOs, and CLOs that are also maintained in Course File of Teachers.

Academic audits are annually conducted to review the curriculum planning and delivery; reports are approved and maintained with IQAC.

All the cross-cutting issues such as human values, professional ethics, gender sensitization, environment, and sustainability have been integrated into the curriculum and addressed properly through curricular, extracurricular, and extension activities of various cells.

The college has a well-defined mechanism to obtain feedback from the stakeholders. The feedback is collected on curriculum, teaching-learning, support services, and infrastructural facilities to review academic performance and the learning experiences. The feedbacks analyzed and action-taken reports are displayed on the college website.

Teaching-learning and Evaluation

Admission process is online, centrally administered, transparent, unbiased, and strictly follows the norms of eligibility criteria, statutory bodies, reservation policy of GoM, and university.

Enrollment percentage is 97.09% with 93% students from various reserved categories against seats reserved.

EWS and Divyangjan students enrolled above 5% during last 5 years.

A well-defined academic monitoring policy is available to monitor and evaluate the performance of learners regularly.

To cater to the diversified learning needs of students, HEI has a well-planned process of assessment of learning levels after the admissions and organizes various special programs including Student Induction Programme and Mentoring to enhance learning levels and familiarize objectives of NEP (Outcome based Education).

Advanced learners are encouraged to achieve ranks and slow learners to enhance their degree percentage.

Teacher-student ratio is 19:1, while 85% of faculties are recruited, and they adopt appropriate teaching pedagogies to address the experiential, participative, and problem-solving approaches using ICT integration to enhance the learning experiences through various activities.

Systematic planning, preparation, and adherence to the academic calendar, through scheduling of examinations, internship, curricular and co-curricular events and monitoring through review meetings, teaching plans and Teacher's diary is evident from the Course file of Teachers.

The students' performance and learning outcomes-based education are integrated in the system. The Programme Outcomes and Course Outcomes are defined in the syllabus and implemented properly which has resulted in improvement in the pass percentage, knowledge, skill, competencies and overall holistic development of students.

IT integrated evaluation system is realized through conduct of examinations, mark list processing, and Publication of results.

Average pass percentage for last five years is 94.05% and results are higher than university average percentage.

Attainments of CLOs and Pos are evaluated both directly and indirectly. Attainment reports are analyzed to reinforce the advantages of OBE.

Mentor-mentee system is introduced that helps in sorting out students' grievances.

Infrastructure and Learning Resources

Institution is committed to a conducive teaching-learning environment by providing well reached physical and Infrastructural facilities.

The college has built up area of 3088 sq. meter spread over 05 acres of land. Campus are a having administrative, academic, guidance blocks, library, hostels, guesthouse, staff quarters, principal bungalow and play ground.

Total Classrooms are 10. Out of them 7 classrooms are ICT enabled, 1 seminar hall, 6 method rooms, 1 reading room, health and yoga room, cultural activity room, ICT lab, research Cell Room, sick room and Placement

Room.

The College library is fully automated. It uses Mirza Softonic, which is an Open-source Integrated Library Management System. A total collection in the Library is 12054 books and 04 magazines.

The teachers have access to search e-journals on NDL.

User-Books ratio 1:60

Rs.2.56 Lakhs spent on Library resources.

25 Computers, Laptop 2, Student-Computer ratio of 1:8, 7 printers, 2 scanners, 2 copiers, 7 LCD projectors, 1 sound systems, 2 smart board, Quick Heal security, Networking with LAN and WiFi extending internet connectivity throughout the campus.

Uninterrupted power supply with inverters UPS backup system. 01 Boy's and 01 Girl's Hostel is available.

Sports facilities are available including cricket, volleyball, basketball, softball, badminton, kabaddi, kho-kho, and a 400-meter running track. Indoor games such as carom, chess etc.

Separate Administrative Office and Examination office with Mirza software, Record Room.

Mirza software are made available for Library and administrative work..

College Garden and Canteen facility

Divyangjan Facility: Ramps, Toilets

CCTV Surveillance system with 10 cameras.

Fire Safety System.

Adequate Washrooms-40 blocks.

Student Support and Progression

College prioritizes to students and has well-defined mechanism for Student Support and Progression.

Various cells/ committees, comprising teachers and student representatives are functioning effectively to ensure the academic, physical, economic, and social welfare and provide an inclusive learning ambiance to the socioeconomically weaker section of society.

College has established Policy and Procedure to help students to avail scholarships and Freeships.

93.81% of Students have benefitted from Scholarships and Freeships offered by GoM during assessment period.

09 Programmes for Capacity building and Skills enhancement were organized.

52.86 % of outgoing students have been placed during assessment period.

0.98% of outgoing students have continued higher studies.

11.21% students excelled in NET/SET/Civil services/State government examinations.

Average 15 Cultural events have been organized during assessment period.

Effective Grievance Redressal Mechanism is in place to ensure the timely redressal of grievances including sexual and ragging instances. No cases of ragging or sexual harassment reported during the period. Grievances related to the examination are resolved as per statutory guidelines.

Mentoring of Students is carried out largely for overall development of students.

A Student Council is in place and entrusted with significant responsibilities. The representatives of student's council are actively involved in festivals, annual functions and organize various student centric activities..

Registered Alumni Association contributed significantly to the development of the institute in terms of Guidance talks and donations.

Governance, Leadership and Management

The governance of the college is aligned with its vision and mission and mapped with national policies of higher education a well-defined, decentralized, and participatory organizational structure.

Well-structured organogram is instrumental in realizing the vision mission.

Statutory bodies of the college namely, Governing Body, CDC, and IQAC are regularly reconstituted in accordance with the Maharashtra Public University Act, 2016, GoM, UGC and NAAC.

College prepared and functions through various policies such as e-Governance, Academics, Research, Code of Conduct, Environment, Maintenance, etc., and are revised to the needs of time.

Perspective/Strategic Plan 2019-24 formulated and deployed; achievement of outcomes/goals reviewed periodically in realizing the vision.

E-Governance implemented using IT integration in Administration, Finance and Accounts, Student Admission and Support, and Examination helped enhance transparency, anticipation, and accountability.

College implemented Welfare Measures for staff largely through Financial Assistance..

1 Teacher is benefited financially to attend 02 conferences/seminars

College conducted 02 collaborative training/orientation programs for teaching and non-teaching staff using linkages/collaborations and MoUs..

Financial accounts are subjected to regular internal, statutory and GoM audits.

Rich infrastructure and beautiful green campus is strongly supporting the teaching-learning process.

Major Quality initiatives institutionalized by IQAC are Quality Audits like AAA, Green, Environmental, Energy, Gender Equality and fire Safety, Feedback and SSS mechanism, efficient use of ICT, online education during the COVID-19 pandemic.

Institutional Values and Best Practices

HEI promotes gender equity, an inclusive environment and instituted various activities in commitment towards society and environment for sensitization and sustainable development. These efforts are noteworthy in terms of a number of recognitions.

Anti-Ragging committee and Sexual Harassment Committee, Grievance Redressal and Women Empowerment Cell are functional.

Facilities for Women: Safety and security, Counseling, Health center, Common Rooms, Reading Rooms, Hostel, Washrooms, etc.

Initiatives: Digital Literacy for all, Entrepreneurship Development Programme, Personality and Skill Development, Self-employment and Competitive examination.

Celebration of national and international days/events/festivals contributed for holistic development. Initiatives for Energy conservation: use of LED and Power efficient equipments.

Quality audits: Green, Environment, Energy, Educational management, Fire Safety, audits are conducted.

Efficient waste management practiced.

Water conservation initiatives: Rainwater harvesting maintenance, Bore-well Recharge.

Facilities for Divyangjan: Ramps, Toilets,

Green Campus initiatives: Promotion of public transport and Tree Plantations, Cleanliness Drive, Awareness Programmes helps inculcate human values and ethics.

Two Best Practices: 1. Social Awareness through Outreach activities 2. Green and Clean Campus

Research and Outreach Activities

- 03 Ph.D. and other well qualified Teachers take initiatives to learn and keep abreast with the latest developments, innovate, improve their work and contribute for individual and institutional excellence through various training and development activities.
- Total 11 research article and various book articles are published by the faculty during the assessment period
- To inculcate research culture among the students and teachers, college has established Research Cell in the college
- Being a social responsible institution, college conducted indoor and outdoor various outreach and community engagement programmes, national priority programmes, faculty exchange programmes and expert talks for making social awareness among students and the society.
- Institution believes in collaboration and social involvement. 04 MoUs are signed during the assessment period.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT DNYANESHWAR B. ED. COLLEGE
Address	Gut No-316,Bhanashiware,Tal-Newasa,Dist-Ahmednagar
City	Bhanashiware
State	Maharashtra
Pin	414609
Website	www.sdbednewasa.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Gavhane Swati Narayan	02427-9890727921	9890727921	02427-297099	swatiwaghe35@gmail.com
IQAC / CIQA coordinator	Bhoite Manisha Eknath	02427-9860857050	9975114318	-	sbsbssnewasa09@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	240	

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	Gut No-316,Bhanashiware,Tal-Newasa,Dist-Ahmednagar	Rural	5	3088

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,Education	24	Graduate	Marathi,English + Marathi	110	109

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	0	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	116	0	0	0	116
	Female	95	0	0	0	95
	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	11	9	9	7
	Female	5	5	9	10
	Others	0	0	0	0
ST	Male	3	4	1	1
	Female	2	2	2	2
	Others	0	0	0	0
OBC	Male	40	46	49	30
	Female	40	55	39	39
	Others	0	0	0	0
General	Male	27	37	42	36
	Female	56	44	43	25
	Others	0	0	0	0
Others	Male	3	6	4	0
	Female	5	1	1	0
	Others	0	0	0	0
Total		192	209	199	150

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In line with NEP 2020 the college has been striving to cater to the needs of students from different streams. Apart from offering regular B.Ed. Programme under choice based credit System
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	<p>College offers need based add on certificate and skill based courses to the students. The college fully embraces the vision of the National Education Policy, which aims to increase the Gross Enrollment Ratio to 50% provide quality education, and develop self-reliant human resources as global citizens. Institute plans to run courses of interdisciplinary nature, organize events that address multidisciplinary interests, student and faculty exchange initiatives that shall enhance the quality of education to develop human resources as global citizens. It also plans to introduce integrated B.Ed. programme in the near future</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits allows a student to learn as per her or his convenience, drop education mid-way and pick it up again as per their choice and convenience. Students who have to quit the programme on unforeseen grounds too shall benefit from credit transfer and credit accumulation in the ABC model. The choice based credit system CBCS for all programmes is fully implemented from the academic year 2015-16 as per the guidelines of UGC, NCTE and SPPU, Pune. In this pattern a B.Ed. student need to earn 80 compulsory credits from the curriculum. Being an affiliated college, the college follows the CBCS system and the university has a depository for credits in the form of ABC. College has registered itself with Academic Bank of Credits on ABC website. It has also made students aware of the ABC facility and encouraged them for opening Academic Bank Accounts</p>
<p>3. Skill development:</p>	<p>College combines classroom teaching with experiential learning like internship and field visits. In order to strengthen the academic programmes in alignment with the NEP, the faculty members of the college have developed 7 add on certificate and skill based courses that cater to the local needs and aim to develop specific skills relevant to the B.Ed. programme. To enhance practical knowledge and skills of the students the college focuses on experiential learning through internships, and skills training programmes. The placement cell of the college also organizes skill based activities such as How to face an Interview to equip students with practical skills. Mentoring programme enables students to explore future employment pathways and facilitates their overall development towards nation</p>

	building.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote Indian culture and inculcate national spirit among youths, the college organizes activities such as Yoga Day, Folk Dance and Folk Dress Competitions. The medium of instruction for the programme is Marathi, which is also the mother tongue of all the students. The syllabus for the B.Ed. programme includes subjects such as the philosophical and sociological foundations of education that in turn familiarizes students with our rich cultural heritage. Almost all the extension activities and outreach programmes are conducted in Marathi language. The college is situated near the famous holy places such as Newasa and Shani-Shingnapur. At Newasa Sant Dnyaneshwar has written Dnyaneshwari. It has been our endeavour to inculcate the sense of history and culture among the students. The implementation of NEP 2020 is expected to further reinforce and promote this cultural heritage.
5. Focus on Outcome based education (OBE):	Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all courses offered are clearly stated and made known to the students through college website and introductory lectures as well as student induction programmes. The stated outcomes reflect the knowledge, skills and competencies that aspiring teachers should acquire during their studies. The curriculum and teaching methods including innovative teaching-learning strategies characterized by integration of technology are aligned with the defined learning outcomes. The methods such as lectures, discussions, field visits and technology integration are used to enhance learning environment. Outcomes are usually mapped on the basis of both formative and summative assessments. Collaboration with Schools and other stake holders provide student teachers an opportunity to gain practical experience and apply their theoretical knowledge into the practical setting.
6. Distance education/online education:	The college has been strengthening its resources to be able to offer conventional and vocational courses through open distance learning mode. Blended learning as envisioned in National Education Policy is being achieved through use of digital platforms like Google Classroom, Zoom etc. College has been using online and offline digital repositories, digital

media like e-content, You Tube for virtual learning. Credit based recognition of MOOCs on Swayam platform will be encouraged in future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in the college to promote electoral literacy among the students through engaging and interesting activities. Objectives of the club are as follows: • To educate students about voter registration • To familiarize students to the electoral process • To make students understand the value of their vote and exercise their suffrage right in a confident, comfortable manner • To develop a culture of electoral participation
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?	The ELC comprises of a student representative as the student coordinator, a faculty coordinator and members. It operates under the leadership of the Principal of the college. It has been instrumental in organizing various electoral awareness campaign. It sensitizes students on their electoral rights and familiarizes them with the electoral process. It has also been instrumental in spreading awareness among the community members through voter awareness rallies and street plays.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC organizes street plays and rallies to develop awareness about voting among voters. All teaching and non-teaching staff of the college participated in the voting process to assist the administration. The importance of ethical voting is conveyed through special lectures.
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.	The ELC fosters democratic values by posting relevant content such as event announcements, updates, results, current affairs, online/offline contests, registration drives etc. on social media. It functions as catalyst in a democratic process.
5. Extent of students above 18 years who are yet to be	The ELC club identifies the students who have

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.

attained 18 years of age every year. It helps such students register as voters.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
211	192	209	199	150
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
110	110	110	110	100
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..

2023-24	2022-23	2021-22	2020-21	2019-20
60	60	60	60	50
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..

2023-24	2022-23	2021-22	2020-21	2019-20
100	87	104	94	50
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..

2023-24	2022-23	2021-22	2020-21	2019-20
90	83	102	88	45
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..

2023-24	2022-23	2021-22	2020-21	2019-20
109	105	105	105	100
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..

2023-24	2022-23	2021-22	2020-21	2019-20
12	11	10	10	8
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..**

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2023-24	2022-23	2021-22	2020-21	2019-20
7.28	4.70	5.18	4.29	4.71
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 14**

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:

Sant Dnyaneshwar B.Ed. College provides quality teacher education. It is affiliated to Savitribai Phule Pune University and follows its curriculum. Our college has systematic and well-structured in-house practice of planning, reviewing, revising and adopting the given curriculum to suit the local needs. This approach ensures that college caters to the needs of local community while staying in tune with the national educational standards. This process involves stages such as need analysis, preparation of action plan for academic activities, academic calendar, feedback from stakeholders and discussion on curriculum planning in meetings of curriculum planning committee.

Need Analysis:

Faculty members of the college informally conduct need analysis of the students in their interactive sessions. It is also done through formal feedback mechanism of the college. The suggestions given by various stakeholders are discussed in the meetings of Curriculum Planning committee and necessary corrective measures are undertaken. Some suggestions are also sought from the schools.

Curriculum Planning Committee:

College has functional curriculum planning committee. It consists of experienced faculty members, experts in the field of education, alumni representative and student representative. This committee works collaboratively to plan and review the curriculum provided by the affiliating university. It prepares action plan for the academic activities which aligns with vision and mission of the college.

Action Plan for the Academic Activities

The action plan for the academic activities serves as the guiding document for outlining core principles, learning outcomes and additions to be made in the curriculum. This action plan undergoes a review process and is implemented in the college. It ensures that curriculum is comprehensive and responsive to the local needs.

Academic Calendar:

The affiliating university provides overall academic calendar. College based on this plans the curriculum. Curriculum planning committee in consultation with IQAC prepares academic calendar that provides the roadmap for both academic and co-curricular activities of the college. It includes the details of term breaks, holidays, course activities, internship examinations, internal examinations, assessments,

assignments, enrichment programmes, commencement of value added courses, community service activities, field visits etc. Once ready, the academic calendar is placed IQAC for review and discussion. The recommendations and suggestions of the IQAC are noted and consequently incorporated in the academic calendar. After finalization the academic calendar is uploaded on the institutional website.

Feedback on Curriculum and Action Taken:

College takes all inclusive approach in its curriculum planning by seeking feedback from faculty, students, alumni and practice teaching schools. The suggestions of various stakeholders are taken into account while planning the curriculum. The course activities are planned on the basis of Programme and Course Learning Outcomes provided by the university in its curriculum. As per the suggestions and needs of stakeholders new learning approaches and technology is adopted in curriculum delivery. College emphasizing the importance of periodic evaluations and assessment to measure the effectiveness of the curriculum in achieving its intended outcomes takes feedback from various stakeholders and identify areas for further improvement.

Based on students Feedbacks College implements various value added courses.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 40

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	14	17	16	14

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

2023-24	2022-23	2021-22	2020-21	2019-20
39	39	39	39	39

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 1.4**1.2.2.1 Number of Value – added courses offered during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	01	01	01

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 21.85**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2023-24	2022-23	2021-22	2020-21	2019-20
60	60	30	30	30

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
Paste link for additional information	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: B. Any 3 of the above

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

1.2.5

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

Response: 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The curriculum of Sant Dnyaneshwar B.Ed. College is designed so as to provide students with necessary knowledge, skills, values and attitudes. It has been our endeavor to equip students with necessary skills and imbibe among them the quality culture. We do so by expanding their horizon through organization of various curricular, co-curricular and extension activities.

Subject Knowledge:

College offer regular and value added courses that deepen the students' understanding of various subjects like pedagogy, educational psychology, philosophy of education, curriculum and assessment. These help students to become effective educators in their chosen subjects.

Practical Training:

Practical teaching or internship is an integral part of our curriculum. It includes practical training and teaching practice in the practice schools. During this period, students get hands-on experience in teaching and classroom management. It enables them to apply theoretical knowledge to real-life scenarios. This practice is instrumental in making students aware about classroom teaching and necessary preparations to

be done for actual teaching. They get to know the concepts like teaching plan, lesson plan and organization of content into a set of knowledge to be imparted to learners.

Value Education:

The curriculum of our college is revised so as to cater to the local needs. It emphasizes the importance of value education. The primary aim has been helping students develop ethical and moral values to become responsible and empathetic educators. It is done through effective implementation of value added courses. College attempts to provide inclusive education which involves addressing the needs of diverse learners, including those with disabilities or from different cultural backgrounds.

Inculcation of skills:

Students are advised to use new teaching-learning approaches by integrating ICT. The Self-learning courses enhance their learning abilities as well as enhance analytical skills. The students are encouraged to undertake projects related to teaching-learning practices, this allows them to develop research skills and critical thinking. Collaborative learning activities such as group discussion and team projects foster communication and teamwork skills. They are also advised to engage in self-reflection and self-assessment to understand their teaching strength and areas of improvement. Experts' talks, workshops and guest lectures provide students an exposure to contemporary educational trends and best practices.

Students are also exposed to their commitment towards society through social activities such as cleanliness campaign, tree plantation drives and rallies on save environment.

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

1.3.2

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

Response:

It has been our endeavor to provide students a comprehensive understanding of the diversities in the school system in India from an international and comparative perspective. Our college takes a multifaceted approach which includes theoretical knowledge, practical experiences, and exposure to

diverse educational contexts of the learners.

As a part of internship our students get an exposure into the historical, sociological and cultural aspects of the Indian Education system. They get first-hand experience of understanding school system in India during the practice sessions conducted on practice schools. They are oriented about diverse educational policies, practices and challenges prevalent across the nation during classroom teaching as well as experts' sessions on various school boards functioning in the country.

Expert sessions by eminent speakers of different educational boards in India are invited to provide information about the functioning of the respective boards. Particularly our alumni from various boards like State Board, SSC, CBSE, and international schools are invited to deliver sessions on the functioning of respective boards. In each semester of our programme, the units on school system are well addressed. These sessions have proved of immense help in understanding the functioning of school system in India. Our faculty members during their interactions regularly orient students about functioning of various boards.

Our college places significant emphasis on field visits and internships. Students are encouraged to visit nearby schools run under different boards to observe firsthand the differences in infrastructure, teaching methodologies, curriculum and student demographics.

Sant Dnyaneshwar college of B.Ed. is situated in Ahmednagar District of Maharashtra. In its locality schools of the state board are large in number in comparison to the CBSE, ICSE and CIE. Students are provided with detailed orientation on admission criteria and examination result analysis of different states and different boards. In each semester, students get an opportunity to understand state wise variation in curriculum transaction. They are also oriented about the evaluation pattern in different boards.

Collage collaborates with practice schools to provide practical teaching experience to the students. During their practice sessions our students observes the factors involved in effective management of the schools.

Emphasis is given to the learning of multiple languages, including regional languages so as students will be able to communicate effectively and connect with the students from diverse backgrounds. During their practice sessions in practice schools also understands the nuances of policies and schemes of the State Government implemented for enriching learning experience of rural students. Students also get an opportunity to know various government schemes available for students to decrease the dropout ratio.

College encourages faculty members to publish research papers and articles on various issues of the school management as well as areas of their study. College offers a well-rounded approach to familiarizing students with the diversities in the Indian and International Education systems through a combination of theoretical knowledge, practical experiences, field visits and equipping students with broad understanding of educational practices, challenges and prospective solutions

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

1.3.3

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

Response:

The college conducts a wide range of curricular activities to provide its students an opportunity to implement what they have learnt in real life scenario. It aims to carry out holistic development of students by enriching their learning through experiential, participative, collaborative, evidence based and learner centric teaching-learning methods. B.Ed. programme aims to foster professionally relevant understandings and consolidate them into professional acumen through wide range of curricular experiences.

Theoretical Foundations:

B.Ed. programme lays a strong emphasis on theoretical foundations of education, including principles of child development, learning theories, educational psychology, and pedagogy. By learning these theories students gain insights into the cognitive, emotional and social aspects of their future students, allowing them to tailor their teaching methods accordingly.

Classroom Management:

While preparing for their practice classes students understand practical nuances of planning the curricula that align with the diverse needs of learners. They study as well as acquire different instructional strategies, employ various learner centric teaching methods, understands assessment techniques, and thereby ensures their teaching approaches and methods are all inclusive and learner centered. They also learn and employ various techniques such as story- telling, question method to attract and engage the learners.

Effective classroom management is crucial for a conducive learning environment. Our students acquire strategies to manage classrooms, handle disciplinary issues, and promote positive behavior among the students. These skills are essential for maintaining an engaging and orderly classroom setting.

Teaching Practice:

During practice sessions on schools, students work closely with experienced mentor teachers. They get an opportunity to apply theoretical knowledge into practical teaching situations. This hands-on experience helps them build confidence and refine their teaching methodologies.

Co-curricular Activities:

Our college encourages students to participate in co-curricular activities such as workshops, cultural events, sports, self-study courses. These experiences allow future teachers to develop leadership skills, creative thinking, interpersonal skills all of which are crucial for effective teaching-learning process. Students also get chance to participate in various extension activities such as rallies on cross-cutting issues, tree plantation drives, cleanliness campaign etc. These experiences help them to inculcate human and social values among them. Future teachers equipped with all these skills and values would be a greater asset to the nation.

Integration of Technology:

In this digital era students are introduced to various educational technologies and are made to learn how to integrate them into their teaching practices to enhance learning outcomes and foster digital literacy.

Reflective Practice:

Students are encouraged to engage in reflective practice. They critically analyze their teaching experiences, identify strengths and areas for improvement, and make adjustments to enhance their professional skills continually.

In addition to this, students are encouraged to stay updated with latest developments in the field of education. They also interact with experienced educators and scholars, fostering a culture of lifelong learning and professional growth.

Through a wide range of curricular experiences, students derive professionally relevant understandings and consolidate them into professional acumen, thereby ultimately prepare them to become competent and compassionate educators.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 97.09

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

2.1.2

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

Response: 76.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
48	40	42	46	45

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

2.1.3

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

Response: 5.73

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	7	06	7	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Sant Dnyaneshwar B.Ed. College in has a comprehensive assessment process at the entry level to effectively identify the diverse learning needs of students and evaluate their readiness to undertake a professional education program. This process is crucial as it lays the foundation for providing appropriate academic support and ensuring the success of each student in their educational journey. Students from diverse economic and social backgrounds take admission to the college. Admission is given on the first come first serve basis. Initially college conducts counseling sessions to make students familiar with course structure, internal assessment method and curricular and co-curricular activities organized throughout the duration of the programme. College organizes student induction programme to understand various learning needs of the students at a general level. Once, the classes starts the faculty members distribute students under mentor- mentee scheme and conduct personal counseling sessions to understand the learning needs of individual students. Teachers observe students comfort level with different teaching methodologies through informal interactions as well.

Screening Test:

Apart from these informal methods of identifying the diverse learning levels, the college conducts a screening test every year for the identification of slow and advanced learners. An objective type examination is conducted every year. Students who score less mark than the designated merit pattern are termed as slow learners whereas students scoring greater marks than the merit cutout are termed as advanced learners. Once the slow and advanced learners are identified their diverse learning needs are catered through adoption of various teaching learning methods and conduction of various activities and programmes.

Catering to the Diverse Needs of Advanced and Slow Learners:

In order to cater to the learning needs of slow learners college organizes a bridge course. Within this course students are oriented to basic concepts in teacher education, pattern of evaluation, and practices to be done throughout the duration of the programme. Particularly students are encouraged to develop their stage daring so as they could manage their classrooms effectively. For such students college organizes Book Reading Sessions and special lectures on classroom management. These students are provided with opportunity to participate in the group discussions organized on various topics. An Exposure to experiential learning is provided by organizing field visits and study tours.

The learning needs of the advanced learners are also catered through various measures. Advanced learners are encouraged to participate in self-learning courses and make maximum use of the facilities made available in the college viz. library, computer center etc. so as they can search for additional information and contribute in the creation of knowledge. College also organizes special session on 'How to Face an Interview'. They are oriented about the skills required to successfully facing an interview. They are also guided about preparing the teaching aids such as posters, charts and are encouraged to use technological aids in teaching-learning process.

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

2.2.2

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

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

Response: B. Any 4 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.18

2.2.4.1 Number of mentors in the Institution

Response: 11

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:

Faculty members at Sant Dnyaneshwar B.Ed. College employ a multifaceted approach to teaching and learning, integrating various methods such as experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and online modes. These efforts are aimed at enhancing student engagement, promoting critical thinking and ensuring a comprehensive understanding of the subject matter. Experiential learning is an integral part of teacher education. Our faculty members encourage and guide students in preparation of teaching aids during practice sessions so as students will get an experience of how a particular text in the syllabi can be taught in the classroom. Following measures are undertaken in respect to the various teaching learning methods:

Experiential Learning:

In experiential Learning theoretical learning is complemented by practical exercises allowing students to gain hands on training. Students are encouraged to make and use teaching aids viz. posters, charts and specimens to make their practice teaching sessions effective and enjoyable. Students as a part of their curriculum are supposed to conduct practice sessions on various schools. Our college deputed students on 8 schools in the vicinity. We also organize field visits and industrial visits to provide hands on experience to the students.

Participative Learning:

Participative learning encourages active involvement of students in the learning process. Faculty members facilitate discussions, debates, and group activities where students collaborate to solve problems, analyze case studies, or explore complex topics together. This approach not only enhances students' understanding through peer interaction but also fosters teamwork and communication skills.

Problem-Solving Methodologies

Problem-solving methodologies are integrated into the curriculum to develop students' analytical and problem-solving abilities. Teachers present real-world problems relevant to the field of education and guide students through structured processes to identify solutions. This method encourages students to apply theoretical knowledge to practical situations, preparing them for challenges they may face in their future careers as educators

Brainstorming and Focused Group Discussions

Brainstorming sessions and focused group discussions are used to stimulate creativity, generate ideas, and explore different perspectives on a topic. Faculty members create a supportive environment where students feel comfortable expressing their thoughts and opinions. These discussions often lead to deeper insights and innovative approaches to learning and teaching practices.

Apart from these, faculty members use online platforms for sharing course material, necessary instructions and to provide additional learning resources. Various sessions for orienting students to different school patterns and boards are organized. They are made to actively participate in various awareness programmes organized to address various cross-cutting issues. The college also emphasizes continuous professional development of faculty members to enhance their teaching skills and stay updated with innovative pedagogical practices.

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

2.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

2.3.3

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

Response: 100

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

Response: 211

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Faculty members of our college are dedicated to providing continual mentoring to students to help them develop professional attributes essential for a successful career in education. It involves personalized guidance, providing exposure for practical experience and continuous feedback mechanism aimed at

fostering both personal and professional growth.

Personalized Academic and Professional Guidance

One of the core aspects of continual mentoring in our college is the provision of personalized academic and professional guidance. Faculty members engage with students through one-on-one mentoring sessions where they address individual needs and career aspirations. These sessions are designed to help students set realistic goals, choose appropriate teaching methodologies, and explore career opportunities within the field of education. Mentors provide insights into the latest trends in pedagogy, educational technology, and curriculum development, ensuring that students are well-prepared for the evolving demands of the teaching profession.

Development of Teaching Skills through Practical Experience

Theoretical knowledge of the students is complemented by practical teaching sessions. Students are provided an opportunity to manage diverse classroom settings through internship and teaching practice sessions. In such settings students are compelled to use their theoretical knowledge in real world scenarios. Faculty members support students during these practical experiences by offering feedback on lesson plans, classroom management strategies and effectiveness of teaching. This hands-on approach not only helps students develop their teaching skills but also builds confidence in their ability to handle various classroom situations.

Special Sessions for Professional Growth

College regularly organizes various guest lectures and special sessions on subjects as varied as personality development, orientation programme to make students know the differences in various school boards in India, special sessions on interview techniques, awareness rallies to address cross-cutting issues and field visits to various learning places. These events are organized to expose students to contemporary issues in education, advanced teaching techniques, and innovative practices. These sessions are facilitated by faculty members and invited experience educators researchers and guests. By participating in these activities, student gain valuable insights and expand their professional networks.

Continuous Feedback and Reflection

Feedback is a crucial component of the mentoring process. Faculty members provide ongoing, constructive feedback on students' performance in various academic and practical tasks. This feedback is aimed at helping students identify their strengths and areas for improvement. Additionally, students are encouraged to engage in reflective practices, where they assess their own teaching methods, classroom interactions, and personal growth. This reflective process, guided by faculty members, promotes self-awareness and a commitment to continuous improvement.

Mentoring for Professional Ethics and Values

A significant aspect of the faculty's mentoring role involves instilling professional ethics and values in students. Faculty members model ethical behavior, emphasize the importance of integrity and professionalism, and address issues related to ethical dilemmas in the teaching profession. Through discussions, case studies, and role-playing scenarios, students learn to navigate the ethical challenges they may encounter in their careers.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	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 our college is meticulously designed to nurture a diverse set of skills and attributes in future educators. It facilitates creativity, innovativeness, intellectual development, social awareness and problem solving skills and life skills into student's entire educational process. These values and skills are imbibed through activities such as poster presentation, poetry recitation, book reading sessions, guest lecture series and outreach programmes such as tree plantation, cleanliness drives, voter's awareness, and rallies on various social issues viz. AIDS awareness, celebration of various days of national and international importance and students participation in cultural activities.

Fostering Creativity and Innovativeness

We aim to foster creativity and innovativeness through a dynamic and engaging curriculum that encourages students to think out of the box. Besides college organizes activities such as poster presentation, poetry recitation and book reading sessions to develop creative abilities among the students. Similarly college organizes a value added course on Entrepreneurship Development to foster innovativeness and market knowledge among the students. The college employs project-based learning, where students are tasked with creating teaching materials, designing educational games, and developing interactive lesson plans. These projects require students to apply theoretical knowledge in practical, creative ways, encouraging them to explore new ideas and approaches.

Developing Intellectual and Thinking Skills

The curriculum adopted by the college emphasizes the development of intellectual and thinking skills through rigorous academic framework. Students are encouraged to engage in critical thinking, problem-solving, and reflective practices. The college's teaching methods include case studies, debates, and discussions on contemporary educational issues. These activities challenge students to analyze complex scenarios, evaluate different perspectives, and formulate reasoned arguments

Cultivating Empathy through Experiential Learning

College emphasizes the importance of empathy as one of the tools of effective teaching-learning process through experiential learning opportunities. Students are encouraged to participate in various social and outreach programmes organized to address cross-cutting issues. Our students also participate in practices such as role-playing which help them practice empathy by putting themselves in others' shoes and reflecting on how to provide appropriate support and understanding.

Role-playing exercises and simulations are also used to teach empathy. For example, students might engage in scenarios where they must handle difficult classroom situations or support students with emotional or behavioral issues. These activities help students practice empathy by putting themselves in others' shoes and reflecting on how to provide appropriate support and understanding.

Equipping Students with Life Skills

The curriculum of the college also integrates life skills for both personal and professional growth. Life skills such as time management, communication, and stress management are addressed through various means. Time management skill is developed through structured scheduled for assignment submission and classroom activities. Communication skills of the students are emphasized through presentations, group

discussions, and practice teaching sessions. Stress management is executed through mentoring system.

Along with these, college has been instrumental in providing opportunities to our students get acquainted with real world through various activities.

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

2.4 Competency and Skill Development

2.4.1

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

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

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

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**

5. Evolving learning sequences (learning activities) for online as well as face to face situations**Response:** 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
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**

3.Hands-on activity**4.Preparation of term paper****5. Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our College's internship program is systematically planned and executed to provide students with a structured and enriching professional experience. The program is designed with careful attention to preparation, execution, and evaluation, ensuring that students benefit from practical training that complements their academic learning.

Program Design and Structure

At the beginning college defines the clear objectives of the internship programme. These objectives illustrate both academic goals and requirements of the trainee teachers. The primary aim of this programme is to bridge the gap between theoretical knowledge and its practical application. The college collaborates with the schools in the vicinity for practice teaching session.

Pre-Internship Workshops:

Before students are allocated with the practice teaching schools the college conducts orientation programme to guide students about their role during the internship. It primarily focuses on their behavior, schedule of classes, preparation of lesson plans, use of various teaching aids etc. By providing this preparatory training, the college ensures that students are well-equipped to make a positive impression on potential employers.

Selection/Identification of Schools for Internship: Our college adopt different approaches while selecting schools for internship. It follows a participative approach, involving students in the selection process. At the same time it requires consent of the concerned school. Students are given the opportunity to express their preferences, considering factors such as location, grade levels, and teaching

methodologies. It also allocates schools based on requests made by students, considering their specific interests or prior experience. The aim is to ensure that students are placed in schools that align with their learning goals and provide a diverse range of teaching experiences.

Finalization of Schedule:

The college finalizes schedule for internship of the students in consultation with the administration of practice teaching schools. Detailed time-table of internship is prepared by the faculty members. It is communicated to the students through notice board. College also prepares the class schedule for the students in consultation with students and administration of the practice teaching schools.

Execution and Monitoring

Same schedule is followed rigorously during entire internship programme. During internship our faculty members play the role of mentor. They maintain regular contact with both students and the administration of practice teaching school. At the same time a streamline for modes of assessment is given. It includes defining assessment criteria, rubrics and evaluation methods to ensure fairness and objectivity. The modules of assessment include classroom observation, verification and assessment of lesson plans prepared by students and feedbacks on overall performance of a trainee teacher during the period of internship.

Feedback Mechanism:

To assess the effectiveness of the internship program, the college collects feedback from both students and host organizations. This feedback is crucial for understanding the strengths and areas for improvement within the program. It also provides insights into how well students are performing and whether the internship experience meets their educational and professional development goals.

In summary, Sant Dnyaneshwar College's internship program is systematically planned with meticulous preparation, structured execution, and comprehensive evaluation.

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

2.4.9

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

Response: 10

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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

Our college employs a comprehensive approach to monitoring internship programs, ensuring that its teacher trainees receive adequate support and guidance throughout their practical experiences. Monitoring mechanism play a crucial role in ensuring the optimal impact of internship in schools. These mechanisms involve observation and guidance of various stake holders such as teacher educators, principals of practice schools, school teachers and peers. An orientation programme also provides students guidance on pros and cons of internship programme;

Internship Orientation Programme:

Internship orientation programme conducted at the beginning of internship every year is testimonial to the proper planning and execution of internship programme. This orientation programme is organized to make trainee teachers understand various roles they are supposed to play during the duration of internship. They are oriented towards lesson planning, behavior during the internship, classroom management, use of various teaching aids to enhance the understanding of students as well as make learning experience more enjoyable.

Monitoring by Teacher Educators:

Teacher educators from B.Ed. institutions play a significant role in monitoring the internships. They act as mentors and supervisors, providing guidance and support to the interns throughout their placement. Teacher educators visit the schools regularly to observe the interns' teaching practices, provide feedback, and assess their progress. They also engage in reflective discussions with the interns, helping them analyze their experiences, identify areas for improvement, and develop action plans. Teacher educators collaborate with the school staff to ensure that the interns receive appropriate guidance and support, fostering their professional growth.

Observation and evaluation by School Principals:

School principals have a crucial role in monitoring the impact of internships in their schools. They work closely with the teacher educators and interns to create a supportive and conducive learning environment. Principals provide guidance and direction to the interns, ensuring they align their teaching practices with the school's vision and policies. They conduct regular meetings with the interns to discuss their progress, address concerns, and provide feedback. School principals also collaborate with teacher educators to establish effective communication channels and ensure that the interns' needs are met during their placements.

School Teachers:

The role of school teachers in monitoring the impact of internships is vital. They work closely with the interns, providing mentorship and support. School teachers collaborate with teacher educators to establish clear expectations and objectives for the interns. They observe the interns' teaching sessions, provide constructive feedback, and share their expertise to enhance their teaching practices.

Peers Feedback:

Peer including both fellow interns and experienced teachers, also play a significant role in monitoring and supporting interns during the internship. Peers provide a supportive network for the interns, facilitating the sharing of experiences, ideas, and resources. They engage in collaborative activities, such as lesson planning and co-teaching, to enhance the interns' teaching practices.

In addition to the specific roles of these stakeholders, monitoring mechanisms may also involve regular meetings, documentation of observations and feedback, and the use of evaluation tools.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

include

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 68

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

2.5.2

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

Response: 29.41

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

Response: 3

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 7.17

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

Response: 86

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers in our college demonstrate a profound commitment to professional development through multifaceted approach that involves in-house discussion, collaboration with colleagues, research pursuits. These initiatives aim to enhance their knowledge, skills and effectiveness in teaching as well as keep them updated with emerging trends and methodologies in teaching and learning.

- **Regular Staff Meeting:**

College organizes regular staff meeting. These meetings are sources of encouragement and motivation for them. During these faculty meetings teachers engage in reading and reflecting on emerging areas of teacher education. They have been discussing emerging issues as implementation of NEP i.e. National

Education Policy 2020. They also discuss old and new methodologies, pedagogies and share information with their colleagues. It helps to foster a collaborative learning environment. Apart from these academic issues, our teachers discuss various issues concerned with current education scenario.

- **Organization of Teacher Orientation Programme:**

Our college organizes annual teacher orientation programme to promote pedagogical skills and innovative teaching methods. Usually, these programmes are beneficial to the newly hired teachers in the institution. It helps them understand the work culture and introduce to them the policies and methodologies adopted for the smooth functioning of the organization. These programmes are also helpful in inculcating research skills, and aptitude towards recent trends in education.

- **Participation in various orientation and training programmes:**

Our college also depute faculty members to participate in various training programmes and seminars organized by various institutions. These programmes naturally help teachers to inculcate various skills concerned with teaching and learning. So far our faculty members have participated in conferences and seminars devoted to E-content development, workshops on NEP 2020, and subject related programmes.

- **Research Publications:**

Some of our faculty members are engaged in research activity. They have so far published research articles in various national and international journals. Faculty members also regularly visit the physical library to stay updated.

- **Engagement with Other Institutions**

To extend their professional development beyond the confines of their own institution, teachers actively engage with other educational institutions. By participating in these external events, teachers gain exposure to diverse perspectives and innovative practices from other schools and colleges.

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

2.6 Evaluation Process

2.6.1

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

Response:

B.Ed. programme for every year carries a total of 1000 marks for entire evaluation. Out of these internal evaluation carries 440 marks in the first year while for the second year 600 marks are allocated for the internal evaluation. The course wise categorization of the allocation is as follows:

- BED 101 to BED 107 and 201 to 205: these 12 courses from both the first and second year contain modules of internal evaluation. In order to carry out continuous assessment, three activities are organized during the year for each of this course. One activity however is dedicated to practical work; another activity involves a written examination. As a part of third activity, the students can choose and complete any one activity from a range of options made available such as Multiple-choice questions, Quiz, presentations, field visits, projects, seminars etc. For two courses BED 106 and BED 107, the internal evaluation includes practical work given under each course and a written examination.
- BED 108: The course entitled Teaching Competency I: Micro Teaching students are required to prepare at least 12 micro lessons. They can select any six skills from a given list for the completion of the cycle of two lessons for each skill. Apart from this, each student teacher conducts two simulation lessons of minimum 30 minutes.
- BED 109- Teaching Competency II: Technology based teaching- In this course students conduct two lessons using technology on a peer group. Students conduct two lessons based on the concept of team teaching.
- Lesson using Models of Teaching: Students conduct two lessons based on any two models of teaching suitable for the course BED 107- pedagogy of lesson. Students conduct six lessons.
- BED 110 and BED 206-207: In this course students gain teaching experience in a classroom environment by delivering a total of six practice lessons. In the first year three lessons are allocated for each teaching method and for the second year two lessons are allocated for each method. These lessons are usually conducted in secondary and higher secondary schools.
- Introduction to Internship: Every student has to undergo a four week internship programme as a part of field experience in the first year. Whereas in the second year A 16 week internship programme is organized.
- BED 111- Enhancing Professional Capacities: In order to gain critical understanding of ICT students are supposed to complete modules enlisted in the INTEL programme approved by the affiliating university. They either work alone or in pairs for its practical aspects.
- Co-Curricular Activities and Social Services: Student teachers organize as well as participate in various kinds of co-curricular and extra-curricular activities.
- BED 112- Health and Yoga- This course includes physical exercises, games, special programmes on Yoga and Pranayam.
- BED 208-212- Enhancing Professional Capacities- These courses aim to develop professional capacities among student teachers. Various activities are carried out throughout the year to provide a comprehensive evaluation of the student's performance skills and understanding.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

At Sant Dnyaneshwar B.Ed College, the mechanism for grievance redressal related to examinations is designed to ensure fairness, transparency, and prompt resolution of any issues that may arise. This system is operationally effective due to its structured approach, clear protocols, and dedicated support.

- **Structured Grievance Redressal System:**

The grievance redressal system at Sant Dnyaneshwar B.Ed College is organized into clear, defined steps to address issues related to examinations. The process begins with the submission of a formal complaint by students who have concerns regarding their examination results, evaluation process, or any other exam-related issues. This system ensures that grievances are recorded systematically and can be tracked throughout the resolution process. Students in this process seek the assistance of their course teachers, the college examination officer and the Principal. The following procedure is operational to redress the exam related grievances:

- Grievances related to internal assessment are resolved within the college itself. Students if have any doubts regarding internal evaluation they directly meet the concerned subject teacher and seek for the resolution.
- Grievances concerning preparatory procedures such as obtaining hall ticket or change in name etc. are dealt with college CEO.
- Grievances related to the university examination are to be resolved with the help of concerned authorities in the university. Students are required to submit their complaints in writing, which helps in documenting the issue comprehensively. The college provides standardized forms for grievance submission, which include fields for detailing the nature of the complaint, relevant evidence, and any supporting documents. This formal approach ensures that all necessary information is collected and reviewed thoroughly.
- **Grievance Redressal Mechanism and Procedure: Student submit their grievance through proper channel in writing to the college examination officer. The officer examines the grievance and determines their nature. The minor grievances are resolved in the college itself, whereas in case of major grievance College Examination officer submits the relevant grievance to the university. It is also submitted to the Grievance Redressal Committee. The committee positively discusses the complaints received and, if necessary takes a decision in the best interest of the student.**
- **If a student is not satisfied with the marks obtained in the University Examination, they have the option to apply for reevaluation / reassessment directly to the university. Student can also request photocopies of their answer sheets from the university. The communication takes place with the assistance of College Examination Officer. If a student feels that the marks obtained in any practical or activity is unsatisfactory, they can raise grievance to the college examination officer. The officer presents the students' grievance to the Examination Grievance Redressal Committee. The committee in consultation with the course teacher resolves the issue in the best interest of students.**

Through this grievance redressal mechanism, the college aims to address examination-related grievances and ensure fairness, transparency, and student satisfaction in the evaluation process.

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

2.6.4

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

Response:

Adherence to the academic calendar for conducting internal evaluations is a key aspect of maintaining an organized and efficient educational environment. The college strictly adheres to the academic calendar for the conduct of internal evaluation tests. This approach of college aims to carry out internal evaluations in a more systematic manner so as students are well aware of the schedule. It also helps them to receive feedback on their performance during internal evaluation. The students by this adherence get timely suggestions for the improvement. It does so through following steps:

- **Structured Academic Calendar:**

The academic calendar at Sant Dnyaneshwar B.Ed College is meticulously planned at the beginning of each academic year. This calendar outlines the entire academic schedule, including teaching periods, examination dates, holidays, and other significant events. It also specifies the timings for internal evaluations, which include quizzes, mid-term exams, assignments, and practical assessments. The calendar is designed to ensure that evaluations are conducted in a timely manner, aligning with the overall academic schedule.

- **Timely Communication of Evaluation Dates:**

To ensure transparency and proper preparation, the college communicates the internal evaluation dates to students well in advance. The schedule for internal evaluations is published at the start of each term and is made available through various channels such as the college website, notice boards, and student handbooks. This advance notice helps students manage their study time effectively and reduces any potential stress related to sudden or unexpected assessments.

- **Integration with Teaching Schedule:**

Internal evaluations are carefully integrated into the teaching schedule to avoid conflicts and ensure a smooth flow of the academic program. Faculty members are required to plan their coursework and assessment activities in alignment with the academic calendar. This integration helps in balancing the instructional time and assessment periods, thereby preventing overlaps and ensuring that students have adequate time to prepare for evaluations.

- **Regular Monitoring and Updates:**

The college has established mechanisms for regular monitoring and updating of the internal evaluation schedule. Academic coordinators and department heads review the progress of the academic calendar periodically to ensure that internal evaluations are conducted as planned. Any necessary adjustments are made in consultation with faculty members and students to address unforeseen circumstances, such as changes in the teaching schedule or special events.

- **Adherence to Evaluation Guidelines:**

Internal evaluations at Sant Dnyaneshwar B.Ed College are conducted in accordance with established guidelines and standards. The college has clear policies regarding the evaluation process, including the criteria for assessment, grading scales, and procedures for handling discrepancies. These guidelines are designed to ensure consistency and fairness in the evaluation process and to uphold academic integrity.

Our adherence to the academic calendar for conducting internal evaluations is marked by careful planning, clear communication, and systematic implementation.

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

At Sant Dnyaneshwar B.Ed College, the teaching-learning process is intricately aligned with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ensuring that educational goals are met effectively. This alignment is pivotal for maintaining the quality of education and for preparing students to meet the standards expected in their professional practice. The institution takes several measures to ensure the alignment of stated Programme Learning Outcomes and Course Learning Outcomes with the teaching-learning process.

- **Development of Well- Defined PLOs and CLOs:**

At the beginning of the academic year the college clearly defines the PLOs and CLOs for the B.Ed. programme. PLOs outline the broader competencies and skills that students are expected to acquire by the end of their program, such as pedagogical skills, educational research capabilities, and effective teaching strategies. CLOs, on the other hand, specify the learning objectives for each course within the program, detailing what students should know or be able to do upon completing the course. The CLOs are stated by the university in the syllabus of the programme.

- **Communication of PLOs and CLOs:**

The college communicates the PLOs and CLOs to the students, faculty and others stakeholders through various measures. These include displaying them on the college's website, notice boards in the college, and other relevant publications. They are also oriented about PLO and CLOs in student induction programme conducted at the beginning an academic year.

- **Integration into Curriculum:**

Faculty members ensures that the learning outcomes are reflected in the course objectives, content, teaching methodologies and assessment methods. This alignment ensures that the teaching-learning process directly contributes to the achievement of the desired outcomes.

- **Teaching Methods and Strategies:**

The teaching methods and strategies employed at the college are carefully selected to align with both PLOs and CLOs. The faculty uses a variety of instructional approaches, including lectures, interactive sessions, group discussions, case studies, and hands-on activities, to cater to different learning styles and to effectively address the learning outcomes. For instance, if a CLO focuses on developing students' skills in lesson planning, the college might incorporate practical exercises and peer reviews into the teaching strategy to ensure students gain practical experience.

- **Assessment and Evaluation:**

Assessment and evaluation are integral to ensuring alignment with PLOs and CLOs. The college utilizes various assessment tools, such as quizzes, assignments, projects, and practical exams, to evaluate whether students have achieved the CLOs for each course. These assessments are designed to measure students' understanding and application of course content in relation to the stated outcomes. Additionally, the college conducts regular reviews of assessment results to ensure that they effectively measure the achievement of CLOs and contribute to PLOs.

-

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

2.7.2**Average pass percentage of students during the last five years****Response:** 94.48**2.7.2.1 Total number of students who passed the university examination during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
90	83	103	87	48

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

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

At Sant Dnyaneshwar B.Ed College, monitoring 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) is a fundamental aspect of the educational process. Here's a detailed description of how the college achieves this:

- **Comprehensive Assessment Framework:**

This framework includes formative assessments (such as quizzes, assignments, and presentations) and summative assessments (such as mid-term and final exams, practical evaluations, and projects). These assessments are designed to evaluate both academic knowledge and the development of professional and personal attributes aligned with PLOs and CLOs.

- **Regular Monitoring and Tracking:**

To ensure effective monitoring, the faculty members maintain detailed records of students' performance. This record is useful in tracking individual and cohort performance across different assessments, allowing faculty and administrative staff to monitor progress over time. Regular review meetings are held where faculty members analyze students' performance data, identify trends, and assess whether the CLOs and PLOs are being met.

- **Feedback Mechanisms:**

Timely and constructive feedback is a crucial component of the monitoring process. After each assessment, students receive feedback on their performance, highlighting their strengths and areas for improvement. This feedback is aligned with the PLOs and CLOs and provides actionable insights for students to enhance their skills and knowledge. Additionally, students are encouraged to seek clarification and support from faculty to address any learning gaps.

- **Evaluation of Professional and Personal Attributes:**

In addition to academic performance, the college places significant emphasis on evaluating students' professional and personal attributes. This includes assessing qualities such as communication skills, teamwork, leadership, and ethical practices. These attributes are crucial for their future careers as educators. Evaluations are conducted through various means, including peer assessments, self-assessments, and mentor evaluations.

- **Student Support and Interventions:**

Based on performance monitoring, the college implements targeted interventions to support students who may be falling behind or facing challenges. This could involve additional tutoring, counseling, or remedial classes. Regular progress reviews help in identifying students who need extra assistance and ensuring that they receive the necessary support to

Monitoring the progressive performance of students and the attainment of professional and personal attributes is a systematic process. Through comprehensive assessments, regular tracking, constructive feedback, and targeted interventions, the college ensures that students meet the PLOs and CLOs effectively.

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

2.7.4

Performance of outgoing students in internal assessment**Response:** 50**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 50

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

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

At Sant Dnyaneshwar B.Ed College, assessing the performance of students on various tasks provides critical insights into how well their initially identified learning needs are being met. The performance data reflects the effectiveness of the educational strategies and support mechanisms implemented to address these needs. Students' learning needs are catered to with the following:

- **Identification of Learning Needs:**

At the beginning of each academic term, students' learning needs are identified through a combination of methods including diagnostic assessments, initial surveys, and individual consultations. These assessments help in understanding students' baseline knowledge, skills, and areas requiring improvement. The identified learning needs guide the development of instructional strategies, curriculum adjustments, and support mechanisms tailored to address these gaps.

- **Assessment Tasks and Performance Metrics:**

The college employs a variety of assessment tasks to evaluate student performance, such as quizzes, assignments, projects, presentations, and practical exams. Each assessment is designed to measure specific competencies and learning outcomes aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Performance on these tasks provides a tangible measure of how well students have grasped the course content and developed the necessary skills.

• **Reflection of Learning Needs:**

Performance on assessments is closely analyzed to determine if the initially identified learning needs are being effectively addressed. For example, if a diagnostic assessment reveals that students struggle with lesson planning, the faculty members guide students in one-to-one mentoring sessions. Success in subsequent assessments related to lesson planning would indicate that these interventions are helping students overcome their initial difficulties.

• **Feedback and Adjustment Mechanisms:**

Regular feedback on assessments plays a crucial role in reflecting how well learning needs are catered to. Feedback provides students with insights into their strengths and areas for improvement, allowing them to focus their efforts more effectively. Faculty members use assessment results and feedback to adjust their teaching methods and support strategies. If patterns emerge indicating persistent issues in certain areas, the college may refine its approach to address these challenges more effectively.

• **Tracking Progress Over Time:**

Tracking students' performance over time offers valuable insights into the progress made in addressing their learning needs. By comparing results from initial assessments with those from later evaluations, faculty can gauge the effectiveness of the interventions and support mechanisms put in place. Consistent improvement in performance suggests that the learning needs are being met, while stagnation or decline may indicate the need for additional support or changes in strategy.

Through diagnostic assessments, targeted interventions, regular feedback, and continuous monitoring, the college ensures that students' learning needs are met and that they achieve the desired learning outcomes.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

3.1.3

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

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

Response: C. Any 2 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.59

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	3	1	1	1

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

3.2.2

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

Response: 0.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	3	00	00	00

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

3.3 Outreach Activities**3.3.1**

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

Response: 3.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	1	3

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 56.19**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
151	125	139	34	91

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

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs**

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 82.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
211	192	209	34	150

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

3.3.4

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

Response:

Our college plays a pivotal role in organizing outreach activities that not only influence and sensitize students to social issues but also contribute significantly to community development. These initiatives are organized as a part of college's mission to provide holistic education where theoretical knowledge is complemented by practical engagement with societal challenges.

Sensitizing Students to Social Issues

In order to raise awareness among students about pressing social issues viz. social discrimination, gender inequality, environment degradation and health care the college organizes variety of sensitizing programmes. It organizes awareness rallies, workshops and interactive sessions for this. These events help students understand the complexities of social issues and the importance of empathy and active participation in addressing them. During the last five years college has almost annually organized Aids Awareness Rallies and celebrated International Women Day to sensitize students to issues of social discrimination and gender inequality in patriarchal society. In order to sensitize students to environment degradation and necessary corrective measures for sustainable development college organizes tree plantation drives, save water campaign, and cleanliness campaign. Moreover, students are encouraged to participate in group discussions and reflection sessions that prompt them to think critically about their

roles as future educators in promoting social justice. By engaging in these dialogues, students develop a deeper understanding of the societal context in which they will teach and learn to incorporate social issues into their pedagogical practices.

National Integrity and Pride:

To inculcate the sense of national unity and pride among the students the college organizes rallies on National Unity Day. Students actively participate in Independence and Republic Day celebrations every year. It fosters among them the sense of National integrity and national pride. It also help them understand the contributions of freedom fighters and social reformers down the line from pre-independent to post independent India.

Field Visits and Internships:

Students are provided with opportunities to undertake field visits and internships in community settings. These experiences expose them to the realities of marginalized communities, helping them gain first-hand knowledge of the challenges faced by different sections of society. During field visits, students may interact with community members, observe their living conditions, and learn about their struggles and aspirations.

College's outreach activities are designed to sensitize students to social issues and contribute to community development through comprehensive engagement and empowerment. By combining theoretical knowledge with practical application, the college prepares future educators to become not only teachers but also active agents of change in their communities. This holistic approach ensures that students emerge with a profound understanding of their social responsibilities, ready to contribute positively to society.

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

3.3.5

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

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: 0.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	0	0

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

3.4.2

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

Response: 2**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 2

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

College is committed to provide adequate infrastructural facilities required for imparting holistic education to its students. It provides essential facilities for teaching and learning meeting the minimum specified requirements set by statutory bodies.

Campus:

The total campus of the organization is spread over an area of 36 acres. It accommodates institutes such as MBA College, College of Agriculture and B.Ed. College. The campus is ecofriendly having good amount of plantation of landscaping. It has a well divided infrastructure, including buildings of the various colleges, computer laboratory, library and playgrounds for different sport activities. These buildings are designed so as the various teaching-learning needs of the students are catered.

Classrooms and Seminar Hall:

B.Ed. college has sufficient classrooms and seminar hall. It has 4 classrooms along with 6 method rooms. Out of them two classrooms are ICT enabled. ICT enabled classrooms facilitates the use of technology in teaching learning process effectively. Additionally, a seminar hall is available for conducting workshops, seminars and guest lectures. It facilitates interactive sessions and knowledge sharing.

ICT Lab:

In order to promote the use of technology in education, the college has a fully equipped ICT lab with an adequate number of computers. It has 25 computers. It facilitates the effective integration of recent technology in teaching-learning process. It is also useful in inculcating research culture among both the students and faculty members.

Library:

College maintains a well-organized library with a diverse collection of print resources and electronic resources. It has total number of 6025 having total cost of . Reading rooms and research rooms are attached to the library, providing students with a conducive space for study and research. The library is partially computerized.

Sports and Games Facilities:

The college recognizes the importance of physical fitness and offers sports facilities including cricket,

volleyball, basketball, badminton, kabaddi, kho-kho etc. It also has 200 mtr. Running track.

Administrative Office and Meeting Hall:

The administrative office is well-organized with cubicles for different sections, including accounts, scholarship, establishment, property, general register, and eligibility. The office is integrated with ICT for efficient management of administrative processes. A meeting hall facilitates discussions and coordination among staff members.

ERP and Accounting Software:

The college utilizes Easy College ERP software that ensures, smooth admission process, library management, hostel management, accounts and fee management systems. It ensures efficiency and convenience for students and staff.

Campus and Security:

The college campus encompasses a beautiful garden and landscaping that creates a healthy and conducive atmosphere for learning. It is protected by a walled compound, fencing and security guards. CCTV cameras are installed to ensure the safety and security of students and staff.

By providing these facilities, the college ensures that an environment conducive to effective teaching and learning. The infrastructure meets the minimum specified requirements by statutory bodies enabling the college to deliver quality education and support the holistic development of students.

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

4.1.2

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

Response: 70

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

Response: 7

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

Response: 10

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

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Our college has embraced modern technology in its operation so as to enhance its library services by adopting software based automation in its practices. This initiative aims to streamline library operations, improve accessibility, and provide a better user experience for students and faculty alike. The college uses Library Management System Powered by Mirza's Softtech for automation of library services. It has resulted in efficient and user-friendly environment.

Automation and ILMS Implementation

The integration of ILMS in the library involves automating various functions, including cataloging, circulation, inventory management, and user services. This system replaces traditional manual processes, making it easier to manage large volumes of information and resources. One of the primary components of the ILMS is its ability to create a centralized database that houses all library resources, such as books, journals, and multimedia materials.

With the adoption of ILMS, the library staff can catalog new acquisitions more efficiently. Each resource is entered into the system with details such as title, author, subject, and ISBN, allowing for easy tracking and retrieval. The system also supports various cataloging standards, ensuring that the library maintains consistent and accurate records. This has drastically reduced the time taken for cataloging and allows for quicker updates when new materials are added.

Enhanced User Experience

One of the most significant advantages of ILMS is the improved user experience it offers. Students and faculty can access the library's resources through a user-friendly online interface. The search functionality is enhanced by indexing and categorization, which enables users to find relevant resources quickly.

Additionally, ILMS provides features such as online renewal and reservation of books. Users can check the availability of materials in real-time, reserve them, and manage their accounts without needing to visit the library desk. This level of accessibility encourages more frequent use of library resources and fosters a culture of independent learning.

Support for Educational Objectives

Moreover, the automation of library services aligns with the college's educational objectives. By providing a robust and efficient library system, Sant Dnyaneshwar B.Ed College supports its mission to foster a conducive learning environment. Access to a well-organized library not only aids students in their academic pursuits but also encourages research and development among faculty members.

By adopting automation in its core functions and enhancing user accessibility, the college has created a more efficient and user friendly environment. It also reflects a commitment to modern educational practices and provides a solid foundation for continuous improvement in library services.

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

4.2.2

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

Response:

Our college recognizes the importance of providing its students and faculty with convenient access to library resources. In this age of digital revolution it is necessary to provide to students a vast treasure of information at their fingertips. In order to meet this demand, the college has taken initiatives to provide remote access to library resources so as students and teachers can easily utilize various education material even from off campus locations.

Remote Access Infrastructure

The college's library has subscribed to NDL- National Digital Library sponsored by Ministry of Education, Government of India. It provides access to various online databases such as Shodh Sindhu, Shodh Ganga, SWYAM, Shodh Shuddhi and Swayam prabha. This platform allows users to connect to the library's catalog and digital resources via the internet. The user-friendly interface is accessible from any device with internet connectivity, including smartphones, tablets, and laptops, making it convenient for all users.

Online Catalog and Digital Resources

One of the key features enabling remote access is the online catalog, which provides a comprehensive listing of all library resources. Students and faculty can easily search for books, journals, e-books, and multimedia materials from the comfort of their homes. The catalog is organized with advanced search options, allowing users to filter results by title, author, subject, and publication date. This streamlined search process saves time and effort, enabling users to find the resources they need quickly. The availability of these digital resources ensures that users can engage with relevant literature and research without geographical limitations.

Access to Academic Databases

The college has also subscribed to various academic databases that provide access to a wealth of scholarly articles, research papers, and other essential educational resources. These databases often include peer-reviewed journals and publications that are vital for advanced research and academic writing.

User Training and Support

To maximize the benefits of remote access, the college library offers training sessions and resources on how to effectively utilize the online catalog and digital resources. Workshops and tutorials are provided to familiarize users with the ILMS, teaching them how to search for materials, access e-books, and navigate databases.

Promoting Continuous Learning

Provisions of online learning sources complements our institute's vision and mission of providing quality education to the rural masses. All these self-learning facilities encourage students to engage in independent research, enhancing their academic skills and fostering a deeper understanding of their courses.

Thus the college has successfully implemented a system for remote access to library resources, significantly enhancing the educational experience for both students and faculty.

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

4.2.3

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

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

Response: D. Any 1 of the above

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

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

4.2.5

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

Response: 4.76

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: 170

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: 201

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: 219

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: 186

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: 285

File Description**Document**

Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**4.2.6**

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

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

Response: A. All 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:

Our college is committed to providing a conducive learning environment facilitated by modern information and technology. College understands the pivotal role of technology in education and therefore continuously updates its IT infrastructure. This commitment ensures that all stakeholders have access to the tools necessary for effective learning and teaching.

Assessment of ICT Needs

The first step in updating ICT facilities at Sant Dnyaneshwar B.Ed College involves a comprehensive assessment of the current technological landscape and the specific needs of students and faculty. The college regularly gathers feedback from users regarding their experiences with existing ICT resources, including internet connectivity, computer labs, and other technological tools. This feedback is instrumental in identifying areas for improvement and determining the necessary upgrades to enhance the overall educational experience.

Infrastructure Upgrades

To ensure continuity of internet the college has subscribed to two internet connection of 100 mbps. Even wi-fi facility is provided through modems. By installing high capacity routers and switches, he college support a large number of simultaneous connections. College ensures that all these devises are calibrated at regular interval so as we can address any connectivity issues quickly.

Integration of Modern Technologies

In addition to enhancing Wi-Fi capabilities, Sant Dnyaneshwar B.Ed College integrates modern technologies into its ICT facilities. This includes equipping classrooms with smart boards, projectors, and audio-visual systems that facilitate interactive learning. These technologies allow educators to present information dynamically and engage students in discussions, fostering a more collaborative learning environment.

Continuous Professional Development

To maximize the effective use of updated ICT facilities, Sant Dnyaneshwar B.Ed College prioritizes

continuous professional development for its faculty. It does so by deputing faculty members to participate in various professional development programmes and workshops. Regular training sessions and workshops are organized to familiarize teachers with new technologies and teaching methodologies. This ensures that educators are equipped to integrate ICT effectively into their lesson plans, enhancing the learning experience for students.

Feedback and Future Improvements

In order to keep itself abreast of recent technological advancements college conducts regular assessment of its facilities and updates it on regular basis. Feedback mechanisms are in place to gather user experiences and suggestions for further enhancements.

Thus college regularly updates its ICT facilities to create supportive and engaging educational environment.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 15.07

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 51.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
3.9	2.99	1.84	2.67	2.15

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
Link for additional information	View Document

4.4.2

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

Response:

Our college adopts systematic approach to maintain and utilizing its physical, academic and support facilities to ensure a conducive learning environment. It has policies and procedures in place to ensure regular maintenance, efficient utilization and continuous improvement so as education experience of the students enhanced.

Physical Facilities:

At the beginning of the academic year Building Committee members along with management representatives conducts need analysis in terms of physical facilities. It includes general supervision of the availability, condition and functionality of physical facilities. These facilities include classrooms, black boards, lighting, furniture and other essential components. Classrooms are designed to provide comfortable and effective learning environment. The procedures for regular maintenance of classroom furniture, lighting, and ventilation are in place. The college has a timetable committee that manages the scheduling of classes, ensuring optimal utilization of classroom space.

Academic Facilities: Library and Laboratory

At the beginning of academic year college development committee undertakes need analysis and devise plans accordingly for the development of facilities such as libraries and laboratories. The maintenance and utilization of laboratories are governed by set procedures. Regular inspection is conducted to ensure that the equipment are in working conditions. The responsibility of the inspection is entrusted to concerned course teacher and lab attendant. College allocates funds as per the need for maintenance and repairing of these facilities.

College library is a vital academic resource that supports both teaching and learning activities. It is maintained through regular updates to its collection, including books, journals and digital resources. A librarian is responsible for the day-to day operations. It includes the responsibility of acquisition of new materials, cataloging and ensuring the proper storage of these resources.

Sports Facilities:

Sport facilities in the college are maintained with a focus on promoting physical education and extracurricular activities. Regular inspection of sports equipment and facilities are carried out at regular interval. The college employs a full-time sports coordinator who oversees the scheduling of activities and maintenance of available sports facilities.

IT Infrastructure:

Considering the importance of technology in modern education, the college places significant emphasis on maintaining its IT infrastructure. This includes regular software updates ensuring antivirus protection and maintaining hardware such as computers, printers and projectors. Technical persons are called as per the need. Computer lab is utilized on batch basis to ensure access to all students. The college also provides Wi-Fi access across the campus, facilitating the use of online resources.

General Maintenance and Sustainability:

The college has dedicated maintenance staff for the overall upkeep of the campus, including landscaping, cleanliness and minor repairs. Additionally the college is committed to sustainability practices including waste management, water conservation and energy saving measures.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

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

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

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 56.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
41	51	57	54	28

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 1.11**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 1

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 12.01**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
9	7	21	7	5

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Student Council plays a vital role in the institutional functioning and contributes substantially to the welfare of students. It is the representative body for the student community. It operates to advocate the students' interest and address their concerns. It is particularly done by active participation of students in various aspects of college life. Student council of our college performs a proactive role for the betterment of student community in the following ways:

Communication and Representation: the student council of the college serves as a bridge between the students and the college administration. It advocates the students' perspectives, interests and concerns related to various aspects of teaching-learning, examination and evaluation as well as rights of the students. This council ensures that students' voice against any sort of injustice is heard and acted upon accordingly.

Student Support:

Student council actively works towards the welfare and wellbeing of the students. By collaborating with the college administration to develop and implement initiatives and policies that promote a safe, inclusive and supportive campus environment. It actively takes initiatives in organization of various curricular, co-curricular and extension activities.

Academic Support:

The student council recognizes the importance of academic achievements and strives to enhance students' learning experience. It particularly involves in peer mentoring initiatives so as academic support to the students provided. The council is also a platform for students to express their academic

concerns and suggest improvements in various aspects of college functioning including teaching and learning process.

Activities and Events:

The council plays an instrumental role in organization of various events and cultural programme. These activities not only foster a sense of community and belonging but also provide opportunities for personal growth. There are appointed student representatives for various activities.

Roles and Responsibilities:

The members of the student council perform various roles and are abided by certain responsibilities. It includes Secretary of the council who looks after the functioning of the council. The other members such as Sports representative, Adult Education representative, non-formal education representative, cultural activities representative, boy's representative and girls representative fulfill their responsibilities as per the roles assigned to them. It stimulates the leadership qualities and ability to work in different situations. Hence, working in the council in different capacities is the greatest learning experience.

Community Engagement and Social Responsibility:

Student council encourages students to actively participate in community engagement activities organized by the college. It also actively participates in outreach programmes and initiatives for the betterment of the local community. By promoting a sense of social responsibility, the council attempts to imbibe values of empathy, compassion and humanity among the students.

Grievance Rederessal Platform:

Student council is one of the platforms for the redressal of student grievances. It ensures that the proper and transparent mechanism is in place to address and resolve the issues of students.

In short students' council works for the well-being and betterment of the students in all aspects.

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

5.3.2

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

Response: 13.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	17	17	00	17

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The Alumni Association serves as a vital networking platform, connecting current students with graduates who are well-established in their careers. These connections often lead to internship opportunities, job placements, and professional collaborations. By leveraging the vast network of alumni working in various educational institutions, students gain access to a wide range of opportunities that might otherwise be difficult to reach. This network also extends to faculty members, who can collaborate with alumni on research projects, seminars, and other academic initiatives.

Contribution in Kind:

Alumni often contribute to the college, either in cash or kind. These contributions are used to improve campus facilities, upgrade teaching resources, and support extracurricular activities. Our alumni association has so far donated 1 cupboard, 2 dustbins and two wall mounting clocks and 10 office chairs.

These contributions demonstrate the alumni's ongoing commitment to the success and sustainability of the college.

Enhancing Institutional Reputation

The achievements of alumni in their professional lives contribute significantly to the reputation of Sant Dnyaneshwar B. Ed. College. When graduates of the college excel in their careers, they reflect positively on the quality of education and training they received. This, in turn, enhances the college's standing within the academic community and attracts new students.

Organizing Events and Activities

The Alumni Association regularly organizes events that bring together past and current students, faculty, and industry professionals. These events, such as alumni reunions, professional development workshops, and guest lectures, provide opportunities for knowledge sharing and community building. They also help to keep alumni engaged with the college and its ongoing activities. Additionally, these events often raise funds that can be reinvested into the college's development initiatives.

Curriculum Development and Feedback

Alumni provide valuable feedback on the college's curriculum based on their professional experiences. This feedback helps the college to stay updated with the latest trends and demands in the education sector. By incorporating suggestions from alumni, the college can ensure that its programs remain relevant and that graduates are well-prepared to meet the needs of modern classrooms.

The Alumni Association of Sant Dnyaneshwar B. Ed. College is a vital force in the college's development.

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

5.4.2

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

1. Motivating the freshly enrolled students

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 9

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	1

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

5.4.4

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

Response:

The Alumni Association of Sant Dnyaneshwar B. Ed. College plays a crucial role in acting as a support system that not only motivates students but also recognizes, nurtures, and further develops their special talents. The association, composed of successful graduates, brings a wealth of experience and knowledge that significantly benefits the current students.

Motivation and Inspiration:

Alumni association provides students with role models who have successfully made an impression in their professional life. These alumni share their journeys, including the challenges they faced and how they overcame them, which serves as a powerful source of motivation for students. Hearing real-life success stories from former students encourages current students to set ambitious goals and work diligently toward achieving them.

Career Talks and Workshops:

The alumni visit the college for career talks, workshops, and training sessions. It provides the current students insights into the teaching profession, emerging trends in education, and opportunities for professional growth. These interactions help students understand the practical implications of their studies and inspire them to pursue excellence in their academic and professional lives.

Nurturing and Developing Talents:

Alumni guide students in honing their talents through mentorship they provide. These sessions cater to the individual needs of students, whether they require help with advanced teaching techniques, research methodologies and leadership skills. They also help students in developing specific skills required for the job market.

Networking Opportunities:

By connecting students with alumni who have expertise in various areas, the association facilitates networking opportunities that can lead to internships, collaborations, and even job placements. Networking helps students gain exposure to different facets of the education sector and provides them with platforms to further develop their talents.

Long-term Development and Support

The Alumni Association maintains long-term relationships with students even after they graduate. This continuous engagement ensures that alumni can continue to support the development of students' talents through ongoing mentorship, professional development opportunities, and networking.

Feedback and Curriculum Enhancement:

Alumni provide feedback on the curriculum and suggest areas where it can be improved to better nurture students' talents. Their input ensures that the college's programs are aligned with current industry standards and that students are being prepared to meet the demands of the profession effectively.

The Alumni Association of Sant Dnyaneshwar B. Ed. College is a vital support system that motivates students and plays a significant role in recognizing, nurturing, and further developing their special talents.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Sant Dnyaneshwar Belhekar B.Ed. College was established under the Sulochana Belhekar Trust in 2007 with purpose to provide quality teacher education to the rural masses in the vicinity.

Vision and Mission Statements:

Vision: To establish a center of excellence to build multifaceted personalities, nurturing administrative abilities and social values contributing to the development of the nation.

Mission:

- 1. To develop competent, professional and value oriented graduates to face educational challenges**
- 2. To provide an education that nurtures administrative abilities and social values contributing to the development of the society**
- 3. To create an environment for developing entrepreneur to support social and economic needs of the nation**

Alignment with Vision and Mission:

The college through apt and suitable curriculum, innovative teaching-learning practices, and integration of technology in teaching-learning process, community engagement initiatives and vibrant educational culture envisions producing competent compassionate and socially responsible educators who can significantly contribute to the educational landscape. Its mission focuses on providing education that caters to the diverse needs of the rural masses. It also ensures that high-quality education is being imparted to its students that culminates in holistic development of students.

Effective Leadership

Under the able leadership of the founder of Sulochana Belhekar Trust the principal and administrative team of the college plays a pivotal role in translating the college's vision into actionable goals. They set clear objectives that reflect the institution's mission, ensuring that every policy and program is geared towards the holistic development of future educators. The effective leadership involves the following:

Strategic Planning: The leadership engages in comprehensive planning to align educational program with contemporary needs. This includes regular reviews and updates of the curriculum to integrate new pedagogical approaches and technological advancements.

Professional Development: Recognizing the importance of continuous improvement, the leadership promotes ongoing professional development for faculty and staff. This is aligned with the vision of fostering a learning environment where educators are well-prepared to inspire their students.

Ethical Governance: Upholding high ethical standards, the leadership maintains transparency and accountability in decision-making processes. This builds trust and ensures that all stakeholders are informed and involved in the governance of the institution.

Participatory Mechanism

Feedback Systems: Regular feedback from students, parents, and alumni is actively sought and used to make informed decisions. Surveys, suggestion boxes, and forums provide platforms for stakeholders to voice their opinions and contribute to institutional improvement.

Faculty Involvement: Faculty members are encouraged to participate in academic and administrative committees such as CDC and IQAC. Their involvement ensures that the perspectives of those directly engaged in teaching and learning are considered in policy formulation and implementation.

Student Participation: The college fosters a participatory culture by involving students in various aspects of campus life, including decision-making bodies like the student council. This inclusion helps in addressing student needs more effectively and contributes to their overall development.

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

6.1.2

Institution practices decentralization and participative management

Response:

The College practices decentralization and participatory management in order to foster an academic

environment that encourages decentralization and participatory governance. This approach empowers various stakeholders viz. students, faculty, administrative staff and community members to actively participate in decision making process.

Decentralization in College Governance:

Decentralization in college governance is implemented through the delegation of responsibilities across various levels of the institution. The governance structure is designed to ensure that decision making is not centralized within a single authority but is distributed among different committees.

· **Council and Committees:** The highest decision making body responsible for taking decisions at Institutional level is Governing council of Sulochana Belhekar Trust. This body looks after the management of the parent institution. The responsibility of taking decision concerning the B.Ed. College is entrusted with College Development Committee, the apex decision making body of the college. CDC delineates the responsibilities to the Principal and Principal in his or her turn delineates the responsibilities to the faculty members and administrative staff. Along with these, the curriculum review committee, academic planning committee, examination committee and research committee among others are devised for making decisions related to curriculum development, assessment methods and research initiatives. This decentralized approach ensures that decisions are made by those who are closest to the issues at hand and have the requisite knowledge and experience.

The process of decentralization and participative Management

The Principal oversees the Teaching Plans of his/her departmental members. Teachers are free to make adjustments in the routine. They often take the lead in planning seminars, workshops, career counseling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours. They have liberty to introduce creative and innovative measures for the benefit of their students. They can decide the nature, pattern and duration of special and remedial classes for the students of their department.

Administrative Decentralization: The administrative functions of the college are also decentralized. The college has various administrative units such as the Finance Office and Student Services each with its own set of responsibilities and decision-making powers. This decentralization ensures that administrative tasks are handled efficiently and that decisions are made by those with the relevant expertise.

Participatory Mechanism:

Participatory governance at college is characterized by the active involvement of the stakeholders in the decision making process. The Principal, IQAC coordinator, Heads of the various committees are responsible for academic and administrative leadership of the college. The college has always been in favor of participation of faculty, administrative and non-teaching staff and representatives from students, alumni, local society, industry, and other beneficiaries in the general administration of the college. All of them are encouraged to contribute in terms of their ideas, suggestions and recommendations towards identifying and setting organizational goals, problem solving and other decisions that promote a good work culture.

The decentralization and participatory mechanisms at Sant Dnyaneshwar B.Ed. College create a vibrant

and inclusive academic environment.

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

6.1.3

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

Response:

The college places a high priority on maintaining transparency across all its functions—financial, academic, administrative, and beyond.

Financial Transparency:

In order to maintain financial transparency the college prepares budget for each financial year. It is discussed at appropriate levels and finalized. The budget is reviewed and approved by the governing body, and detailed financial reports are prepared regularly.

Audits and Compliance:

Regular internal and external audits are conducted to ensure that financial practices are in line with legal requirements and institutional policies. Any discrepancies found during the audits are addressed promptly, and necessary corrective measures are implemented to prevent recurrence of the same.

Academic Transparency

1. **Curriculum and Syllabus Disclosure:** The college ensures that its curriculum and syllabi are publicly accessible to students and faculty. This information is regularly updated and shared through the college's website and academic handbooks. Students are informed of course Programme Learning Outcomes and Course Learning Outcomes through induction programme, college website and mentor-mentee counselling and introductory lectures. **Assessment and Evaluation:** The college follows a transparent evaluation process. Examination schedules, grading criteria, and assessment methods are communicated to students beforehand. After assessments, students have the right to review their graded work, and they are provided with feedback to help them understand their performance. This openness helps to eliminate any ambiguity or bias in the grading process.

Administrative Transparency

1. **Decision-Making Processes:** The administrative functions of the college are carried out with transparency at every level. Key decisions, such as those related to hiring, promotions, and policy changes, are made through consultative processes involving relevant stakeholders.
2. **Communication Channels:** The college maintains open communication channels between the administration, faculty, students, and other stakeholders. Regular meetings, circulars, and newsletters keep everyone informed about institutional developments. Grievance redressal mechanisms are in place to ensure that any concerns are addressed promptly and fairly.

By ensuring that all processes are open and accessible, the college builds confidence among its stakeholders and maintains its reputation as a responsible and ethical institution. This transparency not only enhances the effectiveness of the college's operations but also strengthens the relationship between the institution and its community.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college employs a systematic and inclusive approach to effectively deploy its strategic plan, ensuring that the institution's vision and goals are translated into actionable outcomes.

Preparation of Strategic Planning:

The process of preparation of strategic plan involves as its first step the need assessment. This involve gathering input from all stakeholders, including faculty, students, parents and representatives of the community members. This data driven approach ensures that the strategic plan is grounded in reality and addresses the most pressing needs of the college. It is prepared in line with the vision and mission statements of the college. The planning committee comprising senior administrators, faculty members and management representatives ensures that the goals and objectives set out in the strategic plan reflect the institution's core values and long-term aspirations. The strategic plan of the college includes following modules at general level:

- Comprehensive curriculum review
- Integration of technology in teaching-learning process
- Encouraging faculty participation in various professional development activities
- Devising need based certificate courses to cater to the diverse needs of the students
- Expand college's community engagement programmes
- To collaborate with more number of practice teaching schools and organize activities
- Making institutional feedback mechanism as the basis of development

Deployment of the strategic Plan:

After the finalization of the strategic plan the college ensures its effective deployment through devising careful steps, timelines, and resources required to achieve the target. Effective deployment requires careful resource planning and allocation. The college ensures that financial, human and physical resources are allocated in alignment with the strategic priorities such as scheduling, determined time slots and proper deputation of the faculty members. The college actively involves stakeholders in the implementation process. Faculty members, staff, students and representatives of the community members are consulted with. The college in this assessment period has implemented almost all the modules of strategic plan at varying degree of success.

Monitoring and Review:

The college has appropriate mechanisms for continuous monitoring of the strategic plan implementation. Regular review meetings are conducted at regular intervals. It also uses Feedback as the key element in the development process. Feedback on various aspects of the college functioning are collected from students, alumni, parents, employers etc. so as recommendations given by each of the stakeholders can be utilized for development of the college.

This approach ensures that the college not only meets its immediate objectives but also lays a strong foundation for sustained growth and development. The strategic plan serves as a roadmap for achieving excellence in education, fostering innovation, and enhancing the overall quality of life for students, faculty, and the broader community.

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

6.2.2

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

Response:

The college has established a robust governance structure that ensures the effective and efficient functioning of its institutional bodies. This is evident through the college's clear policies, well-organized administrative setup, transparent appointment and service rules, and streamlined procedures. Together, these elements contribute to the smooth operation of the institution, fostering an environment of accountability, transparency, and continuous improvement.

Comprehensive Policy Development:

The college has developed a comprehensive set of policies that guide its academic, administrative, and operational functions. These policies are designed to align with the institution's mission and vision while also adhering to regulatory requirements and best practices in higher education. Policies related to academic integrity, student conduct, faculty responsibilities, and resource management are clearly articulated and regularly reviewed to ensure their relevance and effectiveness.

Administrative Set Up:

The organizational structure of the college includes Governing Council, College Development Committee, Principal and Various Academic as well as Administrative committees that look after the management and development of this educational organization. All these administrative heads work in coordination to achieve the institutions goals. This structure ensures that decision-making is both efficient and participatory. The college practices decentralization in its governance through the delegating responsibilities to various administrative and academic heads. This delegation empowers individual units to make decisions within their areas of expertise, leading to faster and more informed decision making process.

Appointment and Service Rules:

College believes in transparency in its operating procedures. As a part of it the college follows a transparent and merit based recruitment process for faculty and staff appointments. It also has clear service rules that outline the rights, responsibilities and benefits of faculty and staff. The college promotes continuous professional development of its staff through encouraging their participation in various professional development programmes.

Procedures and Operational Efficiency:

The college has established SOPs for various administrative and academic processes. These provide clear guidelines on how task should be performed ensuring consistency and efficiency across the institution. The SOPs for admission, examination and financial transactions and grievance redressal are in place and they are rigorously followed.

Technology Integration:

College leverages technology to streamline its operations and improve efficiency. All in one software known as Easy College is used for admission and financial data management. In terms of examination the college follows the standard operating procedures of Savitribai Phule Pune University. The digital approach reduces paperwork, minimizes errors and enables quick access to information when need be.

These elements work together to create an environment that supports academic excellence, fosters professional growth, and ensures the smooth and effective operation of the institution. This commitment to efficiency and effectiveness enhances the quality of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	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: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

The effectiveness of various bodies, cells, and committees at Sant Dnyaneshwar B.Ed. College is primarily demonstrated through the detailed minutes of their meetings and the successful implementation of their resolutions and decisions.

Documentation of Meetings:

The minutes of meetings conducted at the college level are documented through detailed minutes. It offers a comprehensive account of the discussions, deliberations and decisions made by each committee or body in the meeting. These records provide insights into the topics such as academic planning, student welfare, practice teaching sessions, infrastructure development, and the organization of extracurricular activities etc. The detailed minutes of the meetings serve as a reference point for future actions.

Resolutions and Actions:

The effectiveness of these meetings lies in the presence of clear, actionable resolutions within the minutes. Resolutions usually are accompanied by specific action points, timelines and assigned responsibilities. The record of assignment of responsibility for each task and deadlines for the concerned work ensures accountability and provide clear roadmap for implementation.

Follow Up and Progress Review:

Separate meetings are conducted to review the progress of the assigned responsibilities and problems encountered thereof. This review process highlights the college's commitment to continuous improvement and ensures that decisions are acted upon in a systematic manner.

Alignment with Strategic Goals:

Resolutions documented in the minutes are usually aligned with the broader strategic goals and objectives of the college. It includes mapping of student learning outcomes, professional growth of faculty members, upgrading of facilities and so on. It ensures that efforts of each committee are cohesive and contribute to the institution's overall development.

Evidence of Impact and Outcomes:

The impact of the decisions taken during the meetings are tangible evidence of the effectiveness of the committees. It can be elaborated with the discussion of a case study of the minutes of Curriculum Review Committee Meetings. Curriculum Review Committee comprising of comprising of Principal, senior faculty members, student representative and representative of the community identifies the gaps in the curriculum and accordingly takes decision to introduce various certificate and value added courses in the concerned academic year so as the gap can be bridged. The responsibilities are delegated to the concerned academic heads and subcommittees. They implement the determined add on certificate courses by adhering to decisions taken in the meeting. A continuous review is taken by conduction of periodic meetings. The review meetings are organized to verify the progress and attainment of course outcomes .

This systematic approach not only ensures that decisions are well-founded and actionable but also that

they are executed in a manner that aligns with the college's goals, resulting in tangible improvements and progress across the institution.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

A range of welfare measures for teaching and non-teaching staff are in place. These welfare measures reflect the institutions commitment to create a supportive and enriching work environment. By prioritizing the well-being and professional growth of its staff, the college fosters a culture of motivation, satisfaction, and productivity, which ultimately enhances the overall educational experience for students.

Welfare Measures:

The college has a range of welfare policies designed to address the diverse needs of both teaching and non-teaching staff. These policies encompass various aspects such as health, financial security, professional development, and work-life balance. By having these policies in place, the college ensures that all staff members feel valued and supported in their roles. These welfare policies include:

- **Leaves and Holidays:** Being affiliated to the Savitribai Phule Pune University Pune the college follows the rules and regulations mentioned in the statute. Accordingly the faculty members and non-teaching staff are entitled to Casual, Duty and Medical Leave. The college by abiding to the academic calendar of the affiliating university declares holidays on the days mentioned as holidays in the University's academic calendar.
- **Research Funding:** The college as a part of its attempt to encourage faculty members to undertake doctoral research provides seed capital to pursue research work. During the assessment period two faculty members have received Rs.10000 seed capital for the same.
- **Financial Assistance:** College also provides financial assistance to the faculty members to participate in various conferences, workshops and seminars.

· **Group Insurance and:** The faculty members are entitled to a group accident insurance on their salary accounts in Bank of Maharashtra.

· **Health Awareness:** In order to make faculty members and staff health conscious college organizes yoga performance on the occasion of International Yoga Day which contribute to promoting healthier and more positive work environment.

Professional Development:

The college recognizes that continuous professional growth is essential for both teaching and non-teaching staff. Teaching staff are encouraged to attend academic conferences and pursue higher qualifications. These initiatives not only help staff members stay updated with the latest developments in their fields but also foster a sense of career progression and job satisfaction.

Work-Life Balance and Flexibility:

To make staff members maintain work-life balance the college offer flexibility. These includes provisions for various types of leaves that allows staff to attend personal and family needs without compromising their job security. The college promotes a culture of understanding and support that leads to adjustments in work schedules or responsibilities when necessary.

Supportive Work Environment:

Beyond these formal welfare measures the college cultivates a supportive and inclusive work environment. The college also organizes social events and team building activities to foster a sense of community among staff members. These efforts create a positive work atmosphere where staff feel connected, appreciated, and motivated.

By fostering a supportive and inclusive work environment, the college not only enhances staff satisfaction and productivity but also strengthens its overall educational mission.

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

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences /

workshops and towards membership fees of professional bodies during the last five years**Response:** 3.92**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**

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	00	00	00

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

6.3.3

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

Response: 3**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1	00	1	00	1

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

6.3.4

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

6.3.5

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

Response:

A strong performance management system is essential for improving the overall organizational performance of teams and individuals, ensuring the accomplishment of the organizational mission and vision.

Objectives of the Performance Appraisal System

The primary objectives of the performance appraisal system include:

1. **Evaluating Performance:** To assess the work performance of teaching and non-teaching staff
2. **Professional Development:** To identify areas where staff members can enhance their skills and knowledge, thereby supporting their professional growth.
3. **Feedback and Improvement:** To provide constructive feedback, helping staff understand their strengths and areas for improvement.
4. **Alignment with Institutional Goals:** To ensure that individual performance is aligned with the overall goals and objectives of the college.

Appraisal Process for Teaching Staff

The performance appraisal system for teaching staff is structured around several key components:

- **Self-Appraisal:** Teaching staff are encouraged to complete a self-appraisal form, reflecting on their achievements, challenges, and areas for improvement. This form typically includes sections on teaching methods, student feedback, research contributions, participation in seminars and workshops, and involvement in extracurricular activities.
- **Student Feedback:** Students' feedback on teaching effectiveness is a crucial component of the appraisal. This feedback helps gauge the teacher's ability to engage students, deliver course content effectively, and support student learning.
- **Academic Contributions:** The appraisal also considers the teacher's involvement in research, publication, curriculum development, and participation in academic events. These contributions are essential for maintaining and enhancing the academic standards of the college.
- **Administrative and Leadership Roles:** For staff involved in administrative or leadership roles, their performance in managing responsibilities, coordinating activities, and contributing to the institution's development is evaluated.

Appraisal Process for Non-Teaching Staff

The evaluation of the performance of non-teaching staff is done at informal level. It is based on observation of their efficiency, effectiveness and contribution to the smooth functioning of the college. The primary focus is on evaluating the individual's ability to perform their assigned duties effectively. This includes factors such as punctuality, accuracy, reliability, and the ability to meet deadlines.

Communication of Performance Report:

At the end of every academic year staff members receive detailed feedback from the higher authorities including Principal and Management Representative in oral form. This feedback includes both positive reinforcement for areas of strength and constructive suggestions for areas that require improvement.

By systematically evaluating and supporting the development of its staff, the college ensures that its educational and operational standards remain high, benefiting both the staff and the students they serve.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The financial matters of the college are reviewed at two levels i.e. college account section and parent institution's account department. Parent institutions approval is necessary for the financial expenses done at college. In order to maintain the financial transparency college conducts internal and external financial audits regularly. As an educational institution college recognizes the critical importance of ensuring that its financial resources are managed prudently to support its academic mission, maintain operational efficiency and meet regulatory requirements.

Internal Audit: It is conducted on regular basis as per the needs by the account department of the institution. The primary objective of the internal audit is to ensure that the college's financial management systems, processes and control are functioning effectively and in accordance with established policies and standards. During the internal audit, the auditors review various financial records, including income statements, balance sheets, cash flow statements, and budget reports. They assess the accuracy and completeness of financial transactions, verify the proper authorization and approval of expenditures, and ensure that all financial activities are recorded in compliance with accounting standards. Additionally, the internal audit team examines the efficiency of financial operations, identifying any areas of risk or inefficiency that may require corrective action. By conducting regular internal audits, the college can implement timely corrective measures, thereby enhancing its financial stability and operational effectiveness.

External Audit: External audit of the college is carried out by P.K. Wagh and Company, Ahmednagar. The external audit provides an impartial assessment of the college's financial statements and overall financial health, ensuring that all financial activities are conducted with transparency and accountability. The external auditors review the college's financial statements, including its income and expenditure reports, assets, liabilities, and fund balances. They evaluate the fairness and accuracy of the financial statements and assess whether they provide a true and fair view of the college's financial position. The external audit also ensures that the college is in compliance with applicable laws, regulations, and

accounting standards.

The practice of conducting regular internal and external financial audits at Sant Dnyaneshwar B.Ed. College is a testament to its commitment to financial integrity and transparency. These audits play a crucial role in safeguarding the college's financial resources, ensuring compliance with regulatory requirements, and enhancing the institution's reputation for responsible financial management.

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

6.4.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

6.4.3

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

Response:

The college has strategic approach to mobilize funds and optimally utilize its resources. These strategies are integral to maintaining operational efficiency, enhancing academic offerings, and supporting the college's long-term growth and development. The college mobilizes funds for its regular activities through alumni contribution either in money or object donations. The parent institute also plays an important role in mobilization of the funds to be utilized to make healthy campus for the students.

Mobilization of Funds

1. **Tuition Fees and Student Contributions:** The primary source of funding for Sant Dnyaneshwar B.Ed. College is tuition fees. The college adopts a balanced fee structure that ensures affordability for students while generating adequate revenue to cover operational expenses.
2. **Donations from Alumni:** The College also mobilizes funds through donations either in money or object forms. During the assessment period the college has received objects such as 10 office chairs, 01 cupboard, 02 dustbins, 1 office clock and 05 Sweeping aids totaling to around 17000 Rs.

Optimal Utilization of Resources

1. **Budget Planning and Financial Management:** The college places a strong emphasis on meticulous budget planning and financial management. A detailed annual budget is prepared, outlining the allocation of funds across various departments and projects. This ensures that resources are distributed efficiently and aligned with the college's strategic priorities. Regular financial reviews and audits help monitor expenditures and identify areas where cost-saving measures can be implemented.
2. **Infrastructure and Facilities Management:** The College ensures the optimal use of its physical infrastructure and facilities such as classrooms, laboratories, and libraries. It is done through proper scheduling, batch division and time-table so as maximum number of students are accommodated without compromising the quality education. The college also invests in the maintenance and upgradation of its facilities to extend their lifespan and reduce the need for costly repairs or replacements.
3. **Human Resource Development:** The college recognizes that its faculty and staff are valuable resources. To optimize their contribution, the college invests in professional development programs, workshops, and training sessions. This not only enhances the skills and knowledge of the staff but also improves overall productivity and the quality of education provided to students.
4. **Sustainable Practices:** The college adopts sustainable practices to optimize resource utilization. This includes implementing energy-efficient technologies reducing waste, and promoting recycling. By adopting eco-friendly practices, the college not only reduces operational costs but also contributes to environmental conservation.

By efficiently managing its resources and exploring diverse funding avenues, the college remains well-

equipped to fulfill its academic mission and achieve its long-term goals.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at college plays a pivotal role in institutionalizing quality assurance strategies across all aspects of the institution's operations. Established in accordance with the guidelines of the National Assessment and Accreditation Council (NAAC), the IQAC is dedicated to fostering a culture of continuous improvement and excellence. Through its systematic and strategic approach, the IQAC has significantly contributed to the enhancement of academic standards, administrative efficiency, and overall institutional development.

The IQAC focuses primarily on the mission and vision of the institution, aiming to ensure quality assurance and continuous improvement in various programs. To achieve this, the IQAC organizes regular meetings with faculty members and members of the College Development Committee (CDC). During these meetings, responsibilities and duties are assigned to different staff members to ensure their effective execution. IQAC has designed the following quality assurance strategies:

Strategic Planning and Goal Setting:

IQAC of the college envisions the prospective growth of the institution. In order to achieve excellence in all aspects of operations the IQAC has devised strategic plan focusing on Goals to be achieved in the next five years of duration. It also reviews the adherence to the set goals through various meetings with faculty members, students, administrative staff and Management. It sees to it that the academic, administrative and community engagement initiatives of the college are designed in the fashion that aligns with the set goals in strategic planning.

Promotion of Innovative Teaching and Learning Practices:

Promotion of innovative teaching and learning practices is one of the key areas where IQAC has made a significant impact. This includes the integration of technology in the classroom teaching and promotion

of interactive teaching tools. It also organizes orientation programmes where student teachers are oriented about minutely planning their lesson plans and modules of integration of technology in teaching-learning process.

Stakeholder Feedback Mechanism

The IQAC has institutionalized a comprehensive feedback mechanism that involves all stakeholders including students, faculty and alumni. The feedbacks are collected, analyzed and used to inform decision-making process. It also helps in enhancing the teaching-learning process. Feedback of students on teaching methodologies and curriculum relevance for example are used to make necessary adjustments to enhance the learning experience.

Quality Audits and Monitoring:

The IQAC has been instrumental in conducting Academic Audit of the college. The findings of this audit are used to identify areas of improvement and implement corrective actions.

Promotion of Best Practices and Institutionalization

The IQAC identifies, promotes and institutionalizes the best practices within the college. Through systematic institutionalization of the best practices the IQAC ensures that quality improvements are sustainable and embedded in the college's operations.

The IQAC's efforts have not only contributed to the academic and administrative excellence of the institution but also established a strong foundation for its continued growth and development.

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

6.5.2

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

Response:

Our college places a high impetuous to maintain and enhance the quality of its teaching-learning process. The quality of educational institution depends on the academic excellence in the college. To ensure that the academic standards are consistently upheld and improved, the college engages in a systematic and periodic review of its teaching-learning practices. This process is primarily overseen by

the Internal Quality Assurance Cell (IQAC). It does so through various mechanisms. The IQAC initiates, plans, supervises and monitors the progress of various teaching-learning practices. The mechanism are as follows:

1. **Curriculum Planning and Review:** At the beginning of the academic year IQAC conduct meeting with curriculum planning committee. It discusses the academic plan and prepares academic calendar for the concerned academic year. IQAC also conducts periodic meetings with various academic committees to review the teaching-learning process. Necessary activities are suggested and outline of implementation of the activities is defined.
2. **Result Analysis:** The examination cell of the college analyses the university result. It conducts meetings to discuss the university results. In this meeting, the results of the university are presented so as the verification of the set benchmarks can be done. Those whose subject result is higher than the university result is felicitated by the college principal, IQAC and examination cell. Remedial measures are suggested for those whose result is below the university result.
3. **Student Feedback:** At the end of the academic year, IQAC collects feedback from students on the teaching and learning of all teachers. After analyzing the feedback received from the students, IQAC presents the feedback report in the meeting at the very beginning of the next academic year. On the basis of the feedback received from the students, positive suggestions are made by the principal for improvement in the teaching and learning.
4. **Performance Based Appraisal System for Teaching Staff:** IQAC evaluates the performance of teachers. All teachers have to submit the duly filled Performance Based Appraisal System Annual Self-Appraisal Report at the end of academic year. The performance appraisal form contains the teaching role as well as participation in curricular & extracurricular activities of social development, their research activities.
5. **Orientation, Mentoring and Counselling:** the college organizes orientation programme for student teachers to make them understand the process involved in planning Micro Teaching lessons, Integrated Lesson , Simulation lesson. College also promotes technology based teaching. Faculty members also engages themselves in one-to-one mentoring and counselling. In this sessions faculty members solves problems of assigned students by individual counselling. Through this discussion, the teaching and learning process of the teachers is directly reviewed.

This periodic review ensures that the college remains at the forefront of educational excellence, continuously adapting to meet the needs of its students and the demands of the wider educational and professional community.

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

6.5.3

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

Response: 1.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	1	2	1	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
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

Our college employs a comprehensive approach to track incremental improvements in its academic and administrative domains through following quality assurance initiatives:

Academic quality Initiatives:

- Teachers maintain a comprehensive course file that includes academic planning, syllabus, teaching plans, Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs), attendance record, previous year question papers, mark lists, course completion reports and outcome attainment record. Besides this, our faculty members engage counselling sessions under the mentor-mentee initiative. It has been instrumental in tracking the progress of a student teachers.
- College provides facilities that promote integration of technology in teaching-learning process as well as inculcate research aptitude. It has a well-equipped library with the latest books, reference books, e-books and journals. The college encourages faculty members to participate in various professional development initiatives. It fosters a research culture by organizing talks by experts.
- The college has established a strong rapport with practicing schools, their authorities and teachers. As part of the curriculum requirements, student-teachers are directly placed in these schools for internship programme. The duration of internship programme is one month for B.Ed. I year students and four months for B.Ed. II year students. During the internship student teachers engage in various activities that help them develop academic, administrative, organizational and managerial skills. They also build positive relationships with teachers and students in the practicing schools.

Administrative Quality Initiatives:

- Regular Self-evaluation and Audits help the college to assess its performance against the established quality standards. These evaluations involve a comprehensive review of administrative functions, faculty performance and student learning outcomes. The findings of these audits are used to identify areas of strength and opportunities for improvement.
- Feedback mechanism plays a crucial role in tracking improvements. The college collects, analyses and takes action on feedback received from stakeholders such as student, alumni, faculty, parents and community representatives. The informal feedbacks are gathered during the frequent visits of experts, representatives of university committees, parents and local community members. The formal feedback mechanism is in place in the college. Feedbacks forms from various stakeholders are collected at the end of an academic year, these forms are analyzed and necessary action is taken on the basis of the findings.
- Administrative Efficiency is maintained in all administrative domains. The college focuses on streamlining processes and enhancing efficiency. This includes adopting new technologies for administrative tasks, improving communication channels and optimizing resource management.

By integrating these quality assurance initiatives, the college effectively tracks and enhances its incremental improvements in both academic and administrative domains. This holistic approach ensures that the college remains committed to excellence and adapts to evolving educational standards and stakeholder expectations.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

By adhering to this Energy Policy, college is committed to sustainability and responsible energy management. Our energy policy outlines approach to conserving energy, optimizing energy usage and integrating alternative energy sources to meet our power requirements efficiently. Our goal is to reduce our carbon footprint, enhance operational efficiency and promote environment sustainability. The energy policy of the college is in accordance with the prescriptions of the National Institutions for Transforming India (NITI Aayog) with reference to support for renewal energy resources.

Objectives of Energy Policy:

- To reduce energy consumption through lower energy use strategies across campus facilities
- To utilize energy efficient technologies and practices
- To promote renewable energy sources into our power supply
- To raise awareness among college community about energy conservation practices
- To review energy usage and update policies as needed

Policy Statement:

The college is committed to reducing energy consumption and enhancing efficiency through sustainable practices. We will integrate renewable energy sources, promote energy conservation and foster awareness to minimize our environmental impact and support our mission of environmental stewardship and operational excellence.

Energy Conservation Measures:

- **Building and Infrastructure:** We promote use of LED bulbs and fixtures in the place of traditional fluorescent lighting in our buildings. The structure of building is designed so as no artificial energy is required to maintain sufficient light and proper ventilation in the classrooms and offices. The college also promotes use of energy efficient windows to reduce heating and cooling requirements.
- **Equipment and Appliances:** The college uses energy efficient appliances and office equipment with high energy star ratings.
- **Behavioural Practices:** College has pasted symbols and instructions in the classrooms, waiting rooms and on the electrical switches that indicate users to switch off electronic appliances and lights when going out of the particular space. It promotes simple energy saving actions such as turning off lights and appliances when not in use, and minimizing water usage.

- Use of Alternate Energy Sources: The college promotes use of alternative energy sources. It has solar water heaters on the rooftop of hostel building.

Monitoring and Reporting:

The college conducts energy audit of its campus to assess consumption patterns, identify inefficiencies and track improvements.

Action Plan:

- Form a committee to monitor and check the wastage of energy in the campus.
- Conduct Green, Energy and Environment audit of the campus.
- Maintain the energy needs of the campus with a backup power supply system for supplying uninterrupted energy demands.
- Replacement of existing conventional lighting with LED lamps.
- Installation of Solar Street light and sensor based light system.
- Monitor the electricity bills for the efficient utilization of the solar power plants installed on the campus.
- Create awareness among the students and staff in energy conservation and management by Environment committee.
- Encourage students and staff to be energy efficient behavioural pattern.
- The institute shall continuously review and update the approved policy and is committed to its implementation.

Dnyaneshwar B.Ed. College aims to foster a culture of sustainability, reduce energy consumption, and transition towards renewable energy sources.

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

7.1.2

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

Response:

Our college is committed to transform lives and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment and outreach services. It is particularly dedicated to effective waste management to enhance sustainability and minimize environmental impact. This Waste Management Policy outlines the principles and procedures for handling waste generated on campus. Our goal is to reduce waste production, promote recycling, and ensure proper disposal practices.

Policy Statement:

The college commits to:

- Reducing waste generation through mindful consumption and efficient resource use.
- Promoting recycling and reusing materials to minimize landfill contributions.
- Ensuring safe and environmentally responsible disposal of non-recyclable waste.
- Educating and involving the college community in waste management practices.

Objectives of the Policy:

- To minimize waste generation through practices to reduce the amount of waste produced
- To promote the recycling of collected waste
- To ensure that non-recyclable waste is disposed of in accordance with environmental regulations
- To educate student, faculty and staff about waste reduction and recycling practices
- To monitor and improve waste management practices of the college.

Waste Management Procedures:

- Provide clearly labelled bins for different types of waste; recyclables, organic waste and non-recyclable waste.
- Reduce waste at institute by educating students, staff on proper waste management practices through advertisement on notice boards, displaying slogan boards in the campus etc.
- Ensure that waste is collected on a daily basis from various sources and is separated as dry and wet waste.
- All waste water lines from toilets, bathrooms etc are connected with main lines of municipal drainage or dropped into the soak pits.
- Waste material like plastic, papers etc. are collected and sold out to scrap vendor from time to time.
- The E-waste is collected and stored in a store room and disposed every year accordingly.
- Empty toners, cartridges, outdated computers and non-functioning electronic items are sold as scrap to ensure their safe recycling.
- Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rainwater harvesting
- College has its own mini dam to collect and store the rainwater.

Monitoring and Evaluation

- Conduct regular waste audits to assess the effectiveness of waste management practices and identify areas for improvement.
- Track metrics such as the amount of waste generated, recycled, and composted. Analyze data to measure progress towards waste reduction goals.

Responsibilities

- Appoint a Waste Management Coordinator responsible for overseeing the implementation of this policy, coordinating with vendors, and managing waste-related issues.
- Ensure all members of the college community are aware of and adhere to waste management

procedures. Encourage active participation in waste reduction and recycling efforts.

By adhering to this Waste Management Policy and its procedures, Sant Dnyaneshwar B.Ed. College aims to foster a culture of sustainability, reduce environmental impact, and promote responsible waste management practices throughout the campus.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**

3. Reservoirs/tanks/ bore wells**4. Economical usage/ reduced wastage****Response:** C. Any 2 of the above

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

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

Our college is dedicated to maintain a pristine, healthy environment through rigorous standards of cleanliness, sanitation, green cover and pollution cover. It takes responsibility of maintaining a green campus and increase environmental awareness among its faculty and students through this policy.

Policy Statement:

Sant Dnyaneshwar B.Ed. College is committed to maintaining a clean, sanitary, and eco-friendly campus. We ensure rigorous cleanliness and sanitation practices, enhance green cover through sustainable landscaping, and implement measures to reduce pollution, fostering a healthy environment for all students, staff, and visitors.

Objectives of the Policy:

- To ensure that all campus areas are consistently clean and well-maintained
- To implement rigorous sanitation practices to safeguard health and hygiene
- To increase and sustain green spaces and plant life on campus
- Minimize air, water and noise pollution through effective management practices
- To foster awareness and involvement in environmental sustainability

Plan of Action:

- College promotes the use of environment friendly vehicles viz. e-vehicles
- Necessary efforts are being made to make campus plastic free

- Students are encouraged to use jute or cotton bags instead of plastic bags
- Organization of cleanliness and environment conservation initiatives as a part of college's community engagement initiatives.
- Covering the campus with green cover of trees.
- Prohibiting entry to noise making and polluting vehicles at the gate only.
- Efforts are being made to make the paperless office
- Continuous organization of tree plantation drives to increase green cover of the college

Procedures Implemented:

- Students are given strict instructions to maintain the campus clean and it is reflected in their handbooks.
- Several quotations related to the importance of clean and green environment are displayed on the campus.
- Full-time adequate support staff are appointed for the maintenance and cleanliness of campus
- Provision of separate ladies and Gents toilet blocks is made. It is ensured that these blocks are cleaned on everyday basis.
- The college pays focus to see that minimal waste is generated in the campus.
- All classrooms are provided with dustbins for dry wastage disposal. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic locations, thus maintaining the campus clean and Eco-friendly.
- Institution has been planting and preserving trees since its foundation. As a result, almost 60% campus of the institution is covered by well grown trees of Mangos, Palms, Coconut etc.
- Institution has conducted its green, environmental and energy audit to know the standard operating procedures involved in maintaining campus eco-friendly and thereby contributing to the sustainable campus.

By adhering to this policy, the College aims to create a sustainable, clean, and healthy campus environment that supports the well-being of its community and fosters environmental responsibility.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** B. Any 4 of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 7.68**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
1.18	0.21	00	0.53	0.09

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

7.1.8

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

Response:

Sant Dnyaneshwar B.Ed. College strongly emphasizes leveraging the locational knowledge, community practices and challenges. Through its initiatives and efforts in exploring the local knowledge and environment the college actively engages with its surroundings and utilizes available resources to create a meaningful impact.

One of the ways the college leverages the local environment is by organizing faculty exchange programme in collaboration with local teacher education Institutions and practicing schools. By collaborating with local educators and practitioners, the college fosters an exchange of knowledge and best practices that are relevant to the regional context. This ensures that teachers are equipped with the necessary skills and insights to address the specific needs of the local community.

The college also makes use of locational knowledge. Particularly, the exact location of the college is surrounded by many places of historical importance. The village in which the college is situated accommodates ancient *Gadhi*. Quite often, while teaching history student teachers by employing experiential teaching-learning method organizes field visit to the exact location to understand the historical structures. It is also surrounded by holy places like Newasa and Shani-Shingnapur the place where Sant Dnyaneshwar wrote *Dnyaneshwari* and Shrine of lord Shanidev respectively. Providing examples of these places and their features and socio-religious importance help student teachers in language and social science classes.

The college also takes pride in leveraging the local environment. The college recognizing the quality of land and nature around has planted local trees. They have grown into the green cover of the college. In recent years, the college has organized several outreach activities in the vicinity. It includes cleanliness drives, tree plantation drives, Aids Awareness Rallies and Awareness campaign on Save Girl Child. All these have played an important role in spreading an awareness about conservation of the surrounding environment as well as health awareness.

College has also conducted the Green, Environment and Energy Audit of its campus. It has set a role model for the educational institutions as well as local community to be adopted for conservation of the surrounding environment. The campus spread over 22 Acres of land is beautifully organized as an

intersection of educational buildings and green cover of trees and landscapes. The college has a standard practice of not allowing random vehicles into the campus. It is helpful in keeping the campus pollution free so as carbon footprint of the campus remain lowest.

The college takes pride in its commitment to environmental conservation and sustainable development. The faculty, staff, and students actively contribute to these initiatives, fostering a sense of responsibility and awareness among the college community.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice: **Social Awareness through Outreach Activities**

Context:

The college recognizes the crucial role of teachers in shaping a socially responsible society. Understanding that future educators must be socially aware and community oriented, the college has implemented 'Social Awareness through Outreach Activities' as a best practice of the institution. This initiative aims to cultivate social responsibility among both the teacher trainees as well as community members in the vicinity where this campaign is being organized.

Objectives:

- To instill a sense of social responsibility among students
- To expose students to the challenges faced by local communities
- To foster community engagement and develop problem solving skills
- To create awareness of societal issues and encourage active participation in addressing them

The Practice:

The college in recent years has organized various outreach activities such as cleanliness drives, health awareness campaigns, environmental conservation rallies, National Unity Day rallies, Tree Plantation Drives and many others. Students are encouraged to plan, execute and actively participate in these activities. These initiatives are integrated into the curriculum, allowing students to apply theoretical knowledge in real-world contexts.

Evidence of Success:

The practice has significantly impacted both student and the community. Students have demonstrated increased social awareness and empathy. Many of them have continued their involvement in social causes after graduation. These initiatives have been beneficial to the community, resulting in stronger bonds between the college and local residents. Positive feedback from participants and community validates the success of these activities.

Problems Encountered and Resources Required:

Problems are primarily concerned with logistical issues such as coordinating with external organization for permissions and limited financial resources. Essential resources include transportation, material for activities and support from faculty and staff.

Best Practice 2

Title of the Practice: Clean and Green Campus

Context:

Our college always strives to foster environmental consciousness among students and staff. As a part of this effort college implements clean and green campus as its best practice. Through this college not only creates an eco-friendly campus but also instills a sense of responsibility towards nature among future educators.

The Practice:

This best practice involves several key activities such as regular tree plantation drives, maintaining a pollution free environment, waste segregation at sewage water treatment and promoting the use of eco-friendly materials. College also organizes various environmental awareness drives.

Evidence of Success:

The success of the practice can be mapped through the increase in green cover, reduced waste generation and a cleaner, more aesthetically pleasing campus. The campus at present accommodates 4500 trees and 5 designed landscapes. The initiative has also sparked a positive behavioural change among students and staff.

Problems Encountered and Resources Required:

It includes challenges in sustaining student engagement over time and initial financial outlay for eco-friendly infrastructure.

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

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Sant Dnyaneshwar B.Ed. College stands out for its unique approach to teacher education, driven by a clear vision and focused priorities that align with the evolving needs of the educational landscape. The college's distinctiveness is reflected in its commitment to holistic development, innovation in teaching methods, and a strong emphasis on community engagement.

Vision:

The vision of Sant Dnyaneshwar B.Ed. College is to become a premier institution dedicated to fostering exceptional educators who are not only well-versed in pedagogy but also equipped with the skills and values necessary to inspire and lead future generations. The college envisions a transformative impact on the education sector by developing teachers who are innovative, empathetic, and adept at addressing the diverse needs of students in a rapidly changing world. This vision is underpinned by a commitment to educational excellence, ethical practices, and the promotion of lifelong learning.

Priority:

The primary priority of Sant Dnyaneshwar B.Ed. College is to offer a comprehensive and modern teacher education program that integrates academic rigor with practical experience. The college prioritizes the following areas:

1. **Innovative Pedagogical Approaches:** The college emphasizes the adoption of innovative teaching methodologies and technologies to enhance the learning experience. This includes the use of digital tools, interactive teaching methods, and experiential learning opportunities that prepare students for contemporary classroom environments.
2. **Holistic Development:** Beyond academic knowledge, the college focuses on the holistic development of future educators. This includes fostering critical thinking, creativity, emotional intelligence, and leadership skills. The aim is to produce well-rounded individuals who can effectively address the diverse needs of their students and contribute positively to the educational community.
3. **Practical Experience:** Recognizing the importance of hands-on experience, the college places a strong emphasis on practical teaching experiences through internships, classroom observations, and collaborative projects. This approach ensures that graduates are well-prepared to handle real-world teaching challenges and implement theoretical knowledge effectively.
4. **Community Engagement:** The college is dedicated to community involvement and social responsibility. It encourages students to participate in community service, educational outreach programs, and social initiatives. This engagement helps build a sense of responsibility and a deeper understanding of the socio-cultural context in which education operates.

Thrust:

The key thrust areas of the college reflect its commitment to advancing teacher education and contributing to the broader educational ecosystem:

1. **Quality Education and Research:** The College is committed to maintaining high standards of quality in education and fostering a culture of research and inquiry. This involves ongoing curriculum development, faculty research, and collaboration with educational institutions and organizations to stay at the forefront of educational practices.
2. **Inclusive Education:** Promoting inclusivity and diversity in education is a core focus. The

college strives to prepare teachers who are equipped to address the needs of diverse student populations, including those with varying abilities, backgrounds, and learning styles.

3. **Sustainability and Environmental Awareness:** The college integrates sustainability into its educational practices and campus operations. This includes initiatives aimed at reducing the ecological footprint and promoting environmental stewardship among students and staff.

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

5. CONCLUSION

Additional Information :

Sulochana Belhekar Samajik va Bahu uddieshiya Shaikshnik Sanstha was established in the year 2005. Since its inception it has been instrumental in providing quality education to the masses in the vicinity. Presently, the Sanstha manages total 12 educational institutes including MBA college, Agriculture college, D and B Pharmacy colleges, Polytechnic college, Ayurvedic Medical College and an International School. With a humble beginning in 2007 Sant Dnyaneshwar B. Ed. College has become a vibrating center in teacher education. It offers state of the art infrastructure and beautifully landscaped green campus.

Concluding Remarks :

Though located in rural part of Ahmednagar district, the college has adequate physical and academic facilities to provide quality education to the masses in the vicinity. Since its establishment in the year 2007, the college has played a pivotal role in shaping the lives of hundreds of students of diverse backgrounds. The college has been instrumental in creating holistically developed educators and thereby contributes to the development of ethical society. Being true to its vision and mission it will continue to positively impact the lives of generations to come.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per supporting documents</p>
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library

3. Computer lab facilities
4. Academic Advice/Guidance

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above

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:

2023-24	2022-23	2021-22	2020-21	2019-20
60	60	30	30	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as certificates given are already considered in value added courses

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:

2023-24	2022-23	2021-22	2020-21	2019-20
63	45	65	46	51

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
48	40	42	46	45

Remark : Input edited seats filled cannot be more than seats ear-marked

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

10	05	06	06	00
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	7	06	7	00

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	6	7	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as link to the LMS are not working.

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: B. Any 6 or 7 of the above

Remark : Input edited as reports of claims have not been provided by HEI

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: B. Any 6 or 7 of the above

Remark : Input edited as HEI has not provided relevant reports and photographs for the activities

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as HEI has not provided relevant reports and photographs

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per supporting documents

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per supporting documents

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per supporting documents

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	3	2	1	4

Answer After DVV Verification :

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2023-24	2022-23	2021-22	2020-21	2019-20
0	3	1	1	1

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	1	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	1	3

Remark : Input edited excluding days celebration

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
258	236	236	34	168

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
151	125	139	34	91

Remark : Input edited as per 3.3.1

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

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

Answer before DVV Verification:

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2023-24	2022-23	2021-22	2020-21	2019-20
258	236	236	34	168

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
211	192	209	34	150

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	1	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as appreciation letters from local authorities can not be considered as awards

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

Remark : Input edited as per supporting 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:

2023-24	2022-23	2021-22	2020-21	2019-20
0.48	6.58	4.87	3.07	2.01

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as per supporting documents

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.57	0.64	00	0.64	0.71

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as per supporting documents

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:

2023-24	2022-23	2021-22	2020-21	2019-20
3.9	2.99	1.84	2.67	2.15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3.9	2.99	1.84	2.67	2.15

5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 of the above Remark : Input edited as photographs has not been provided by HEI to support the claims</p>					
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per supporting documents</p>					
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20
2023-24	2022-23	2021-22	2020-21	2019-20		

18	19	19	00	19
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
16	17	17	00	17

Remark : Input edited as per supporting documents

5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per supporting documents</p>
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input edited as per supporting documents</p>
6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting</p>

quality during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	08	10	03	06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	1	2	1	0

Remark : Input edited as per metric 3.3.1

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>87</td> <td>104</td> <td>94</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>87</td> <td>104</td> <td>94</td> <td>50</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	102	87	104	94	50	2023-24	2022-23	2021-22	2020-21	2019-20	100	87	104	94	50
2023-24	2022-23	2021-22	2020-21	2019-20																	
102	87	104	94	50																	
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1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>87</td> <td>104</td> <td>94</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>83</td> <td>102</td> <td>88</td> <td>45</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	102	87	104	94	50	2023-24	2022-23	2021-22	2020-21	2019-20	90	83	102	88	45
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