# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## SHRI VEDMATA GAYTRI SHIKSHA MAHAVIDYALAY KANGOLI,JAGDALPUR

SARSWATI SHISU MANDIR CAMPUS,PATEL PARA KANGOLI JAGDALPUR
494001
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Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## January 2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**Shri Vedmata Gayatri Shiksha Mahavidyalaya** is born out of the realisation of our vision, mission & objectives stated below. We believe that every man and every woman has the potential of becoming a teacher but we need to snowball this potentiality to the best capacity for delivering quality education. We educated educators teach teacher-to-be, equipping them with the best of tools for communicating knowledge and for developing the personality of every student so that he or she turns out to be an ideal citizen of the society. Doubtless, the education of teacher is bound with the social system of any country. Twenty first century India, ascending heights of growth and development, demands first rate human resource for social and national amelioration to with the leading nations of the world. The task is challenging and colossal. **Shri Vedmata Gayatri Shiksha Mahavidyalaya** solemnly dedicates itself to share this challenging job of producing class teachers who may raise class one human resource which is the need of the hour. **Shri Vedmata Gayatri Shiksha Mahavidyalaya** is Recognized by the **National Council for Teacher Education** (N.C.T.E.) and is affiliated to the prestigious **Shaheed Mahendra Karma Vishwavidyalaya** which is the torch bearer for the colleges in Chhattishgarh.

Shri Vedmata Gayatri Shiksha Mahavidyalaya bastar, jagdalpur , Chhattisgarh leading institution of teacher education in bastar rigions of Chhattisgarh states of india which predominated by B.ed studies and its widely known for its excellence in research and for its distinguished faculty. The campus located at kangoli, jagdalpur city. It has immense biodiversity and a place of silent learning which give the campus natural beauty. The college has all the required teaching staff. Library, psychology laboratory ets. The college library has a collection of more than 6940 no. of books, 300 journals, 400 no. magazines, 9 sets of encyclopedia the college will run its own land and building available under the possession of college.

**Vision**

"To bring out the best in man by providing value based, need based and career oriented education and create self-reliant Global Citizen."

To be a leader in Educational services

To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality.

To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status.

To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.

To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.

To make available globally competitive education infrastructure compatible to the changing challenges of India's nation – building processes.

**Mission**

 To foster total development of personality.

To give them confidence that they are the creators and not the creatures of their fate. Striving     continuously to Provide quality teacher training..

To provide integrated courses in teacher education, marked and defined by value-education,     global outlook, and interdisciplinary

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

## Institutional Strength

Skilled and commited  administrative staff

Efforts to enhance community skills add value to students' behavioural learning

Clean, Green and Eco-friendly environment

Good infrastructure facilities with smart class room

Well furnised library facilitated with tech-equipped  library Computer Lab

Psychology Lab

Dynamism, Support and encouragement from the management and the Principal for faculty development

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programmes

An IQAC with academic enthusiasm and leadership Career Guidance and Special Classes for weaker students

Devoted & qualified faculties.

System of institutional quality assessment is in place.

The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.

Various counseling and awareness programme being run by college to aware the guardians.

**Institutional Weakness**

Lack of flexibility in curriculum (as an affiliated college)

Lack of interest in research work

Lack of educational awareness among parents Our district is badly effected by Naxalite terror Lack of ultra mechanism

Number of volumes and journals in the department library need to be increased

Examination and publication of result delayed.

University should try its level best to take examination in time and give result with in stipulated time

**Institutional Opportunity**

The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.

Institution with Potential for Excellence

Starting of  B.A. B.Ed. and M.Ed. Course

Ample scope for academic/professional enrichment Promotion of institution-community network

More placement services

Involvement in social/educational extension services

Setup language laboratories.

**Institutional Challenge**

Competition from other institutions

Deterioration in the quality of students who opt for the teaching profession Uncertainty regarding job opportunities

To maintain the peaceful academic environment in campus for effective utilisation of potentials of faculty and staff for overall growth of the University to meet the increasing competition from private/deemed Universities.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

One of the main strengths of the University to which **Shri Vedmata Gayatri Shiksha Mahavidyalaya** is affiliated is its curriculum design, which has been done both in terms of the extensity and intensity of the subjects. the Entire curriculum has been reviewed periodically by the appropriate academic bodies of the College in close coordination with teachers, subject experts and external specialists taking into account the students' needs, teaching potential of the faculty, emerging trends in various domains of knowledge and above all the regional needs.

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design Is compatible. It also considers the practices of an institution in introducing a wide range of

program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

The institution has a clearly stated and communicated purpose, vision, mission and values.

The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.

The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.

The institute receives and uses feedback from students, employers, the community, academic peers and other stakeholders in curriculum development and planning.

Semester pattern examinations have been introduced at all levels. Topics on motivation, leadership, values, ethical sciences, communication and self-awareness have also been introduced in the curriculum of subjects wherever required for the overall development of the students. Feedback from students both on courses and on teachers as an integral part of all academic programmes has provided a much needed scope for improvement in design and implementation of curriculum.

**Teaching-learning and Evaluation**

Student Enrolment and Profile

The institute gives admission to local students as well as students from other states The institute has a High demand ratio, which reflects the Institute's reputation in terms of state-of - the-art facilities, creative programs, teaching-learning efficiency.

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

Catering to Student Diversity

The institute practices student centric approach. Each student is given personal attention and grooming throughout his/her journey during the program. Bridge courses, remedial courses, and self-study guided courses are provided to support slow learners. The student-faculty ratio is optimally maintained. The physical infrastructure of the institute ensures disabled friendly.

Teaching - Learning Process

The Institute Practices student's and believes in experiential learning. Methods like case study, Business

Project, SIP, CSR, Sports and Cultural competition, Live Projects etc are used for experiential learning. The academic calendar is every year in advance and strictly followed. ICT is used by every faculty to make teaching more effective. ICT and LMS are incorporated into teaching to improve the learning experience of students. Each and every student is assigned to a mentor from the faculty, industry and alumni based on their academic background, career interests and preference for industry / sector.

Teacher Profile and Quality

The Institute ensures  qualified and experienced Faculty Members, who are experts in their own fields.

Evaluation Process and Reforms The institute has fully automated examination system from generation ofadmitcardstodeclarationofresults.Theresultsaredeclaredaspertheacademiccalendarandallgrievancesofstudent are addressed timely.

Student Performance and Learning Outcomes The PO & PSO helps to develop the teaching and learningprocess. The Course outcomes give a clear picture of the course's employability, skill development andentrepreneurship prospects. The attainment of outcomes of the program is evaluated through continuousevaluation. At the end of the semester Feedback is taken from the students regarding attainment of COs.

Student Satisfaction Survey The Institute continuously strives to improve the Teaching learning processes,and engage the students to improve students' results and students' satisfaction.

## Infrastructure and Learning Resources

Infrastructure and Learning Resources The present campus of the College is spread over an area of 4.50 acres. After the upgradation of **Shri Vedmata Gayatri Shiksha Mahavidyalaya**, it has paid special attention not only to create new physical infrastructure but also to renovate/upgrade the existing infrastructure through proper planning and phase wise execution from its own. The build up area for college buiding is 4645.64 Sqr. M. consisting Four classrooms with projector facility and others in a very good condition, computer lab with 10 systems, l separate common rooms for boys and Girls. Laboratories, , Psychology and Conference room, Principal office,  staff room, administrative office, library, big Examination hall with the capacity of more than 200 students and Multipurpose hall. The college has  multipurpose play ground  .

Beside all the common facilities are available on the present campus to cater to the needs of the faculty and students. These include  internet/Wi-Fi,  etc., The College is committed to improve the teaching-learning process with modern teaching aids. Accordingly efforts have been taken to upgrade/equip some of the classrooms and ICT room with modern teaching aids like LCD with Desktops, portable projector etc. The major requirements of learning resources are met through Library which has adequate number text and reference books and other facilities like reading hall in the building with a capacity of 25 students and equipped,  library  etc. In order to facilitate the needs of students, the library has been kept open to extended hours and also during vacations.. The college has 40 MBPs internet connectivity from JIO Fiber MBPs Wi-Fi connectivity from Railtel services.

## Student Support and Progression

Students support is an integral part of the College academic programmes. The overall students support and progression are monitored by the Principal and various committee coordinators . The Equal opportunity cell extends supports for different student activities like information for scholarship, Counselling and Guidance cell providing career guidance and counselling services and promoting placement opportunities, organising academic and cultural programmes for participation in different events etc. In addition, each faculty is assigned a group of students for academic (like seminar, project and other activities) and mentoring. The College has all the major requirements of an educational institution like the Grievance Redressal Cell, Gender Sensitization Committee Against Sexual Harassment (GSCASH), Anti-Ragging Committee, Equal Opportunity Cell, Academic council, Admission cell, Advisory and library committee, Alumni Association, curriculum assessment, Examination cell, feedback evaluation, analysis and action taken committee, Internal quality assurance cell, sports and recreation committee staff welfare committee etc. The cultural and sports events which provide opportunities to students for participation at different level of events is significant and a few of

them could win prizes/medals in University/College level competitions and bring laurels to the College.

**Governance, Leadership and Management**

Institutional Vision and Leadership: The governance of institute is aligned with its vision of carvingphysically fit, mentally robust and professionally competent individuals and its mission to impart holistic andindustryorientedmanagementTraining.**Shri Vedmata Gayatri Shiksha Mahavidyalaya** hasawell-definedorganogram where the institute follows the hierarchy of leadership to ensure effective organizational workingand incremental improvement. Presence of Alumni/ present students/faculty/director in various committeesreflects participative management approach of the institute.

Strategy Development and Deployment The Governing Council of **Shri Vedmata Gayatri Shiksha Mahavidyalaya** College consists of experienced academicians and industry professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well defined organogram with detailed job description to maintain transparency and smooth working of the system. E governance is opted in various departments for speedy decision making. Institute has various committees which are working with transparency and efficiency to step towards vision and mission.

The institution's offices and departments operate on the principles of participation and transparency.

Academic and administrative planning goes hand in hand with the institution.

The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.

The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.

: Faculty Empowerment Strategies The institute has a well-defined welfare and promotion policy for the employees. Faculties are provided financial and other support to improve their professional efficiency. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well defined performance appraisal system.

: Financial Management and Resource mobilization The institute follows a transparent procedure of maintaining finances. The institute mobilizes the fund by focusing the **Shri Vedmata Gayatri Shiksha Mahavidyalaya** vision. The Fund received is utilized for Holistic development and is ensured by year round The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.

The financial resources of the institution are judiciously allocated and used effectively. Budgeting and auditing processes are routine and standardized event calendar. The institute plans a budget well in advance, which is approved by the governing counseling.

: Internal Quality Assurance IQAC ensures quality in working of all process it also designs incrementalimprovement plans for various departments and check points to ensure effective implementation of plans.IQAC assures implementation of Bloom's Taxonomy in design and delivery of curriculum.

**Institutional Values and Best Practices**

Innovations and adoption of best practices greatly influence the overall growth and functioning of a College. **Shri Vedmata Gayatri Shiksha Mahavidyalaya** has taken several measures in the last five years in translating some of innovative ideas into reality and has made sincere efforts to adopt new practices for eco-friendly campus (energy conservation, rain water harvesting, carbon neutrality, plantation and waste management), grievance redressal systems (GSCASH, anti-ragging cell, equal opportunity cell etc.) along with traditional best practices like discipline, professional ethics, excellence in teaching and research, selflessness, honesty etc. The College has also introduced some transformative and innovative options in administration, academics including reforms in admission and examination processes. In order to evaluates the academic and administrative activities of the College on regular basis and formulate strategies. This practice has not only helped the College to provide faster solutions to many outstanding/present issues through deliberation but also to make future planning in different areas. The College has been successfully marching ahead into the globalised era to achieve its goals and objectives through imparting quality education to youths for the development of manpower commensurate with the needs of industry and society as a whole. The College looks forward to seeking better and more comprehensive social accreditation, which will be based on value based judgment through an objective process of evaluation, assessment and accreditation.

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster an environment of creativity innovation and quality improvement. The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster an environment of creativity innovation and quality improvement.The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects.

Theinstitutionstrivestopromotevalue-basededucation,socialjustice,socialresponsibilitiesandgoodcitizenship among its student community.

## Research and Outreach Activities

**Shri Vedmata Gayatri Shiksha Mahavidyalaya** promotes continual outreach activities. These are considered as an essential tool in the overall development of the student.

Research in the Teachers Training is currently limited. However, as a good initiative, several seminars and workshops are held and teachers are encouraged to go for further research. Within this limitation, staff has

published papers. Students have been involved in Action Research

The institution incorporates practices based on research conducted by its faculty.

The institution is responsible for community needs and conducts relevant extension programs.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | SHRI VEDMATA GAYTRI SHIKSHA MAHAVIDYALAY KANGOLI,JAGDALPUR |
| Address | SARSWATI SHISU MANDIR CAMPUS,PATEL PARA KANGOLI JAGDALPUR |
| City | Jagdalpur |
| State | Chhattisgarh |
| Pin | 494001 |
| Website | www.svmgsmjdp.com |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Ishwar Prasad Tiwari | 07782-358399 | 9424272894 | - | vedmata07@gmail.com |
| IQAC / CIQA coordinator | Sandeep Amadiya | - | 9425525136 | - | sandeepamadiya1993@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Private |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details |
| --- |
| |

| State | University name | Document |
|---|---|---|
| Chhattisgarh | Bastar Vishwavidyalaya | [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 | 192 | |

**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 | SARSWATI SHISU MANDIR CAMPUS,PATEL PARA KANGOLI JAGDALPUR | Rural | 4 | 16187.4 |

# 2.2 ACADEMIC INFORMATION

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

## 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 | | | | 1 | | | | 0 | | | | 15 |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 10 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 3 | 2 | 0 | 5 |
| Yet to Recruit | | | | 0 |
| 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 | | | | 3 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 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** | **Others** | **Total** |
| | 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 | 27 | 1 | 0 | 0 | 28 |
| | Female | 72 | 0 | 0 | 0 | 72 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 2 | 2 | 1 | 3 |
| | Female | 0 | 8 | 9 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 5 | 16 | 11 | 9 |
| | Female | 22 | 24 | 24 | 21 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 5 | 7 | 6 | 7 |
| | Female | 22 | 13 | 17 | 20 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 6 | 8 | 6 | 6 |
| | Female | 37 | 21 | 26 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 99 | 99 | 100 | 100 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Multidisciplinary /interdisciplinary - education aim to develop Diverse capacities of human being including Intellectual ,aesthetic ,social Physical, emotional, interpersonal, humanistic and moral capacities in and integrated manner. The Government of India recently has Announced a new education policy, NEP 2020 based an the recommendation by an expert committee. However there is an need for a specific plan to realize, multicentre multi exit experimental learning and multidisciplinary approach proposed in NEP 2020 for Higher education in India. Multidisciplinary institution by 2030 and they will have to offer the 4 Year integrated teacher preparation Programmed But these action need to be |
|---|---|

| | |
|---|---|
| | taken at the government of Chhattisgarh and college is ready to compliance the decision of the government Chhattisgarh many workshop On NEP 2020 recommendation were conducted in college for faculty member and B.ED Students special to understand teacher education. |
| 2. Academic bank of credits (ABC): | Nil |
| 3. Skill development: | Skill Development Programs aim to knowledge the ability of the students and extend their support by serving them with the proper guidance infrastructure opportunities and encouragement help them achieve their ambition skill development courses refers to activities programs and learning experiences that compliment student are learning in school, college curricular activities are mean to bring social skill, intellectual skill, moral values, personality progress. SHRI VEDMATA GAYTRI SHIKSHA MAHAVIDYALAY various activities are being conducted for skill development , for example course wise, subject wise curriculum offered to student , yoga classes, sports, village tour, micro teaching, gardening , seminar, art and craft, competition as example Rangoli making, Debate, Discussion, Music etc, teaching internship of B.ed Student teacher are conducted on roaster basis for B.ed Student. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | "Knowledge of India"will knowledge from ancient India and modern India, and a clear sense of India future aspiration with regard to education, health, environment etc. crores of people from around the word in enjoy , and benefit from the cultural wealth of India. in the form of visiting India for tourism, experiencing India Indian hospitality. Cultural awareness and expression are among the major competencies considered important to develop in children in order to provide them with a sense of identify belonging as well as an appreciation of other cultures and identifies . Shri Vedmata gayrti Shiksha mahavidyalay held prayer Hindi, and Sanskrit language every morning which Shows our Indian culture various jayanti and festivals as example teachers day, Shri Krishna Janamashtmi , Dushera, Diwali Festival, Gandhi Jayanti, Vivekananda jayanti, Womens Day, Subhaschandra Bose Jayanti and National Festival programme are celebrated on Regular basis in the college . |
| | |

| 5. Focus on Outcome based education (OBE): | Outcome based education (OBC) is a student Centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objective and outcome it focuses on measuring student performance. Outcome based education is a student centric learning model that helps teacher to plan the course delivery and assessment with the end point in mind. The course outcome is measured through the performance of student in the various assessment tools for the particulars course. A number of sample mapping of internal evaluation Metrics to the measured as example test, Quiz, Class performance seminar, technical presentation demonstration, assignment, case study, writing skill group discussion etc. In outcome bases education, in SHRI VEDMATA GAYTRI SHIKSHA MAHAVIDYALAY , microteaching is done in B.ED 2nd Semester in which step by step 7 skill is demoed and after that the student teacher do microteaching in observation of teacher and where there is any mistake while doing microteaching then later feedback is given and next time opportunity is given to rectify again. In our institution the work of outcome based education teaching and practice in art and craft is taught ceramic pot, wall hanging golden tree, glass painting , emboss panting, Jewelry making, cloth Embroidery is taught to make, after learning , Student make different items of art and craft and show them. in which the B.ed student teacher to make PPT related to their subject. |
|---|---|
| 6. Distance education/online education: | Nil |

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | nil |
|---|---|
| 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? | nil |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral | nil |

| | |
|---|---|
| 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. | |
| 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. | nil |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | nil |

# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 200 | 200 | 200 | 200 | 200 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

### 1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |

| File Description | Document |
|------------------|----------|
| Letter from the authority (NCTE / University / R | 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..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 46 | 46 | 46 | 46 | 46 |

| 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..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101 | 96 | 94 | 93 | 87 |

| 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..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 99 | 99 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**1.6**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 99 | 99 |

| 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..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 07 | 16 | 16 | 16 |

| 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..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 07 | 16 | 16 | 16 |
| **File Description** | | | **Document** | |
| University letter with respect to sanction of p | | | [View Document](#) | |

# 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 21.44 | 18.66 | 15.96 | 15.13 | 12.45 |
| **File Description** | | | **Document** | |
| Audited Income Expenditure statement year wise d | | | [View Document](#) | |

**3.2**

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

**Response: 15**

| File Description | Document |
|---|---|
| Invoice bills of purchase of computers | [View Document](#) |
| Copy of recent stock registers | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Planning

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

**Response:**

The curriculum committee is empowered with the right to make recommendation on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying programs and courses offered by our college.

Curriculum can be organized into three major components- Objectives, content or subject matter and learning experiences. Our curriculum is designed to provide for common space of understanding and competence for the purpose of developing thinking and making socially responsible citizen of free society .

**Time table management**

1. Our Time Table is design to ensure that each class has only one teacher during learning hours of particular period.
   Time Table also reduces the confusion while learning.
2. Student are very clear about the subject; they have to study in a particular period.
3. A good time table prevents wastage time and energy and shows exactly what is to be done at a particular time and thus, directs the attention of both the pupil and the teacher to one thing at a time.

Effectiveness and a greater sense of equity among academic staff. The teacher plays a great role in planning the curriculum as –

1. Teacher know their students better than others involved in the curriculum process.
2. Our Teachers provides insight into the types of materials, activities and specific skills that need to be in the curriculum.
3. Our college provides the curriculum implementations process through teachers which helps the learner acquire knowledge and experience which enables them to function effectively in society
4. An effective curriculum provides teachers, students and administrators with a measurable plan for delivering a quality education.
   Our college provides not only theoretical knowledge but also real and practical experiences received by the
   students with help of games, sports, art, literary, culture etc. known as co curricular activities

**curricular activities.**

1. Developing aesthetic aspects, character building, spiritual growth, physical growth, moral values ,creativity etc.

2. Overall personality development is also supported by co-curricular activities.
3. It also helps to develop coordination, adjustment, speech fluency etc. among students both at the college as well as in the society.
4. Our Institution not only focus on academic activities but also extra co-curricular activities like sports, games etc. that provides a good platform for a child to outshine his or her latent potentials to compete with the challenges that come on his or her way.
5. Our Institution provides scope for the participation in group activities like debates, quizzes, group discussion, essay computations which make them learn practically and enter into the real-life challenges and overcome by the knowledge and competence.

| 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 |

**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:** E. Any 1 or none of the above

| File Description | Document |
|---|---|
| Meeting notice and minutes of the meeting for in-house curriculum planning | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

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

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 1.2 Academic Flexibility

**1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including**

**pedagogy courses for which teachers are available**

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | [View Document](#) |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | [View Document](#) |

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

**Response:** 0

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

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

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

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

Teacher education is process of attending to peoples need, experiences and feelings and intervening so that they learn particular things and go beyond the given target so they need a variety of skills, education and training to become proficient in their careers. They also need patience and the ability to remain calm in stressful situation .

They should enjoy communicating your understandings to others. They have great organizational skills, work efficiency and confidence and should look calm and professional even when tired and stressed.

They empathize their students, motivate them and make them able to deal with their conflict and give feedback to them. Critical thinking is a core academic skill for new teachers which reflects on their own knowledge and information.

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

**Response:**

Institution familiarizes students with the diversities in college system in india as well as in an international and comparative perspective. Diversity is everything that makes people different from each other. This includes many different factors eg. Race, gender, age, religion, socio-economic status, sexual orientation and political belief.

Institution must not ignore the diversity in classrooms. They must respect the diversity in college. Students go to college to be prepared for the workplace, so teaching must effectively address and embrace realities that come with living and country. Diversity helps to improve results. It improves critical thinking skill and encourages academic diversity in our college are as follows-

1. Meet diverse learning need.
2. Get to know students and connect with their parents and community.
3. Examine all teaching material and be willing to address inequality.
4. Support professional development opportunities.

Diversity expenses in so many different ways. Every teaching institute is already full of student and staff with diverse back grounds, Various abilities and skills. Start slowly and intentionally to highlighting that diversity. Don't afraid and alwaystry to keep learning and growing. Listen to what others around you are saying and look for feedback and ways to continuously improve.

**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:**

Students derive professionally relevant understandings and consolidate these into professional acumen during teacher education programme response ShriVedmata Gayatri Shiksha Mahavidyalaya follows the curriculum in a way as to provide varied experiences to the students.

The college follows and promotes the teaching methods and has student centered approach by active learning, co-operative learning and inductive teaching. Problem based learning, project oriented learning, invert and discovery based learning's are also a part of these.

It seeks to promote individual student research and discovery and also both inside and outside collaborative group learning.

When discussing social development, prospective teachers in one program reflect on their own social development and the ways in which their teachers influenced them. This interception helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future. prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family community culture and their school culture and then discuss ways in which some children's home and school culture differs. micro teaching and mega classes are also helpful in this. experts are also invited to micro and macro teaching before commencement of practice teaching.

Student teachers develops "School Profile" and they visit school observe daily routine and interact with permanent teaching staff. In course of practice teaching the student teaching participate in all curricular and extra-curricular activities of school.

## 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:** D. Any 2 of the above

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

**Response:** E. Feedback not collected

# 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:** 99.6

| File Description | Document |
|---|---|
| Data as per Data Template | 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:** 96.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 46 | 46 | 46 | 46 | 39 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | 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:**

1.     As This Institution is Located In a Semi Urban And  Calm Environment Area With a mainly Student's From The Rural  Which Is Next to Our Building There  Has Been A Clear Cut Difference Of Advanced And Slow Learner. The  Slow Learners  are Clearly  falls from rural area's with desire Of 1st Generation Literacy And Economic Poverty.

The  college provides parallel attention to both types Of learners  provided with special classes. Where they are given explanation of each subject's basic concept and a Simplistic description of the syllabus content side by side motivation and encouraged to Improve there thought and knowledge in  as significant way.

Each department of the collage allow for the following types of classes over and above.

1. Tutorial classes for facilitating easy conceptualization.
2. Extra classes where It Is felt necessary.
3. Inspiring lectures with the linkage of employability.
4. Mentoring for all round grooming
5. Direct counseling to the specially skilled student's.

The institute provides specialized instruction's for slow learner students those who may not progress In remedial programmers .

1. Research based using proven meaching methods .
2. Teach step by step without skipping over content.
3. Conducted at the student pace.

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

**Response:** E. Any 1 or none of the above

| File Description | Document |
|---|---|
| Reports with seal and signature of Principal | [View Document](#) |
| Data as per Data Template | [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](#) |
| Any other relevant information | [View Document](#) |

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

**Response:** 40

2.2.4.1 **Number of mentors in the Institution**

Response: 05

| File Description | Document |
|---|---|
| Data as per Data Template | [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:**

Multi mode approach to teaching –learning is adopted by teachers which includes experimental learning participative learning ,problem solving methodologies ,brain storming ,focused group discussion ,online made ,etc for enhancing student learning.

**Response:-**

**Teaching –learning process**

Shri vedmata gaytri shiksha mahavidyalay enhances the learning experience of students by adopting students –center methods such as experience ,participating learning and problem solving methods in the teaching learning process . The following activities are being regularly conducted by the college to make learning activities more student –centric.

**Experimental learning :-**

1. Students are provided to play a role as a teacher ,having an experience to teach in classroom at department level students are also encouraged to orgnige programs. Thide type of learning help students to improve their knowledge presentation skills and personality development .
2. The students seminars are organized by the students to enrich their learning experience on the

subject related to the course  .

**Participative learning :-**

1. Group discussion ,assignment case study ,small group exercises etc are examples of participative learning .
2. Student are involved in maintaining the fruit garden.

**Co-curricular Activities:-**

1. Work shop and educational tours are organized .Students are encouraged to participate in various co-curricular activities which support teaching learning process.
2. The student are encouraged to participate in inter college cultural and sport competitions.
3. Student activities participate in co-curricular and outreach activities organized by various committees of the college.

**Group learning method :-**

1. Survey project work ,group discussion ,small group experience etc are examples learning method.
2. Under group learning ,small groups of 5 to 10 students are formed and group discussion, group projects or assignment are conducted by the education department under group learning method.

| File Description | Document |
|---|---|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | [View Document](#) |

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

**Response:** 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..**

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

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

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

**Response:** 0

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

Response: 00

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](View%20Document) |

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

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](View%20Document) |

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

**Response:**

Continual mentoring is provided by teachers for developing professional abilities in students.

Response:-

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

1. The working environment of the College is conductive for the over  development of the faculty as well as the students teacher.
2. The mentor sets the ways of thinking about teaching in specific contexts and the students understand the thinking behind the teacher's actions.
3. Monitoring students with background different from one's own, particularly Semi- urban. students help them to all in  self  Confidence.
4.  The mentors tries to implement concrete strategies for addressing issue of diversity

5. The mentors try to influence their mentees decision to commit to careers.

6. Faculty members have been provided with the Audio-visual aids the LCD projector, OHP etc through which learning is made effective & efficient.

7. Shri vedmate gayatri shikshan committee participating various programs faculty development The College staff to the facilities and equipments so that the faculty does not face and difficulty in the performance of its assigned tasks.

8. mentor keeps abreast of recent developments in education by journals, magazines websites are great resources for keeping abreast of  recent developments in education, Journals provide more specific, topic oriented articles.

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

**Response:** E. Any 1 or none of the above

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

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

**Response:**

Teaching learning process nurtures creativity Innovativeness, intellectual and thinking skills, empathy, life skulls etc coming students.

Response:-

Teaching learning process nurtures creativity, Innovativeness, intellectual etc among the students, Innovation in education encourages teachers and students to explore research and use all the tools to discover something  new It involves a different way of looking at problems and solving them. The thinking process that goes into it will help student to develop their creativity and their problem solving Skill creativity and innovation are fundamental to all   disciplines and an essential part of the learning process. In Creativity for knowledge and understanding play an important role one can't think creatively unless one has the knowledge with which to think creatively creative approaches can be very helpful in remembering information in life skills education students are  actively involved in a dynamic teaching and learning process The methods used to facilitate this active involvement include working in small groups and pairs brainstorming role play games and debates.

 **The institution aims at nurturing the student creativity in many different ways :-**

- ○ The teacher work with student's interest to evolve them in the learning journey.

- They help to connect problems and there solution to real world situation.
- They try to encourage students to take creative risks and what they are afraid of doing.

**Innovative tools. used by a teacher :-**

- Multimedia learning process.
- Teaching learning Materials
- Through experiments

**Impact on student  :-**

- New student easily understand concepts in dynamic and way.
- Reading process becomes more dynamic
- Drawing and pictures support good remembering skill
- Increment in attention and inter action between students and the educational subject.
- Student can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

**Mind map :-**

This will help to build up own creativity thinking and action and cross thinking between ideas that exist  In your own mind in this  teacher topic can select any topic out of the textbook and make  a mind the map and   explain it :-

1. Mind map are a great brainstorming tool. It can help students let their thoughts flow freely.
2. Mind maps encourages students to focus on keywords and idea
3. Mind maps act as a great tool to help with memorization from vocabulary words.
4. They can use power point the widely and their innovative thinking improves.

## 2.4 Competency and Skill Development

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

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | [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:** D. Any 2 or 3 of the above

| File Description | Document |
|---|---|
| Reports and photographs / videos of the activities | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

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

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:** E. Any 1 or none 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 |

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

| File Description | Document |
|---|---|
| Report of the events organized | 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:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Samples of assessed assignments for theory courses of different programmes | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

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

**Response:**

**Internship program is systematically planned with necessary preparedness**

An internship is the idea ideally fit for particular person and manager an internship is any meaning for leaving experience in which an goals and reflect actively an what or She is highly trained through the experience the merit of providing internship in the way to react and develop various aspects and talent on other hand the institution gets opportunity to evaluate them.

**The Institute provider for an oriented program which aims at :-**

1. Ensuring that assignment of challenging project and tash should given tp them.
2. Provide them Projects that contribute In academic programs .
3. Provide them sufficient good and regular supervision and guidance.
4. Prepared them to keep their moral high and self confidence high.
5. They are are prepared for move their skill to professional form trainee.
6. Readingation good platform to demand move self work and activities which increases work and responsibilities .

**Practice Teaching :-**

As the newly developed curriculum has focused on school internship where practice teaching plays a vital role in making them effective teachers along with providing good scope to be a good sociable human being by accepting the as regular teachers during their stay in the school for delivering 40 practice teaching lesson as per the NCTE norm,16 weeks practice teaching program in the school they would have been learn and practice their teaching skills perpetration  days micro teaching include etc.

In this whole session supervisor provide help and guidance when needed. The students teachers doing internship completed a weekly diary and lesson plans to report supervisor every week for improvement. An overview of the institution is given when internship is completed and evaluation of it based on its relationship to previously completed course work.

An intern gets the exposure of different types of school while doing their internship. They get the idea of :-

1. Working environment of the school.

2. Idea about the curriculum rules and regulation.

3. How to deal with different aspects of school.

**Identifications of school for internship :-**

Internship of students is arranged in various government schools every year. The students teachers practice teaching. Comprises about 50-54 lesson which includes Micro teaching school based teaching 40 lessons.

At the last examiner (Appointed by university) evaluate all aspects over students teacher and mark on their performance.

**School Experiences:-**

The trainees would have been allotted to different practice teaching schools for delivering 40 lesson plan. During this session they prepared Lesson plan, reflective diary, observation books and preview of school experience.

Some protocol are there for stepping in entire practice teaching :-

- The principal of the institute gives allotment letter to the in charge.
- Discussion with the teachers in charge of school allotment with the students teacher at suitable school from both side.
- Preparation of the allotment list of student teachers for different school with the selection of group leader and one supervisor.
- Sending the letter with the allotment list of student teacher or regard to allot them school.

- The institution has learning agreement forms that are fulfilled by students. An internship can only be a true learning experience if positive feedback is provided.

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

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

**Response:** 6.31

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

Response: 16

| File Description | Document |
|---|---|
| Data as per Data Template | [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:** D. Any 2 or 3 of the above

| File Description | Document |
|---|---|
| School-wise internship reports showing student engagement in activities claimed | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

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

**Response:**

Institution  adopts effective monitoring mechanisms during internship programmers.

**Response:-**

Shri Vedmata Mahavidyalaya adopts effective monitoring mechanisms during internship programme practice teaching conducted in various local rural areas schools.

Internship programme is a process of training by which intern can develop their future job

performance. It is essential to acquire proficiency in Bed trainee teaching training.

Internship programme  which interns got during their  internship improves knowledge and skills which help their performance turn excellent.

**Objective:-**

- To study the internship programme provided to the interns.
- To evaluate the impact of intership programme.
- To find out the constraints faced  by traine teacher during internship.
- To understand the process of internship program in detail.

**Effective Monitoring Mechanisms adopts by college**

1. **Internship programme** :-

Means training teacher undergo certain responsibilities experience in schools.

1. **Training  Teacher :-**

A graduate students undergoing training period in the course of teacher education .

1. **curricular activities:-**

The academic related works carried out by the training teacher throughout the internship programme

1. **Teaching skills :-**

Teaching skills defined as a group of  teaching intended to acts or behaviors intended to  facilitate students learning directly or indirectly.

**Procedure:-**

1. For internship programme  permission was taken from  different types of school urban and  rural area training  along with.
2. Group are made among with supervisors and they were well oriented to perform the school activities.

**AS part of the B.ed Curriculum training  teachers have to go for  two phase internship**.

1. The first phase:- takes place in the second semester for 4 weeks where they learn by gathering information from school document.
2. The second  phase is in 3rd Semester for 16 weeks, where the trainees have to teach 40 lessons in their  pedagogy subject.

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

| File Description | Document |
|---|---|
| Two filled in sample observation formats for each of the claimed assessors | [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:** D. Any 1 or 2 of the above

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

## 2.5 Teacher Profile and Quality

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

**Response:** 100

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

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

**Response:** 0

| 2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years** | |
|---|---|
| **File Description** | **Document** |
| Data as per Data Template | [View Document](#) |

| **2.5.3 Average teaching experience of full time teachers for the last completed academic year.** |
|---|
| **Response:** 6.09 |
| 2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year** |
| Response: 67 |

| **File Description** | **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:**

**Teacher put Forth efforts to keep themselves updated professionally through.**

The teaching community must Keep themselves to pace on this path of change to implement New or modified methods of teaching-learning process to suit the requirement of the to day. This is how teachers. must develop or update themselves This development of teachers Can be broadly classified into three areas wise professional social.

Teacher contain personal development in two manners Formal and Informal. Formal methods include attending conferences ,workshops Webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education. Which help them update with latest concept that are required for professional development. Writing articles books, material production, publication of research papers etc also help a lot this form of development.

Under the Informal manner, teachers must attend in -house training sessions Preparing lesson plans and using critical incidents for Informal research boost the development.

A professional educator is always learning and growing their craft, they are an endless Journey Where they are always looking for new ideas.

Teachers need to update themselves to demonstrate Some characteristics to handle the changing times and trends in education sphere.

1. The institution gives the opportunity to the teachers to attend Workshops designed for school staff. These workshops are offered as full or half day Sessions or as part of an ongoing program of school based professional development.
2. Teachers have joined a professional scholarly journal go online and read Educational blogs or read some literature on educator on the library.
3. Teachers take the time to observe other teachers. These teachers Can be a great source of knowledge for own self.
4. Teachers participate in educational/ conferences or workshops Online seminars makes them more effective.
5. Teachers make books ready groups which is an effective form of professional development at all levels they can use to facilitate their professional growth.
6. Teacher visit the class room of colleagues to view innovative teaching practices and expand and refine their own personal pedagogy.
7. Teachers take time to observe other teachers. These teachers can be a great source of Knowledge for one self .
8. As there is. an extensive accessibility to Internet which helps. students tremendously keeping themselves abreast of all modern facilities in trends in various fields. including education teachers also keep them updated through Internet.

## 2.6 Evaluation Process

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

**Response:**

**Evaluations Process.**

Continuous Internal Evaluation (CIE) of Student learning is in the institution.

**Response:-**

Vedmata College Sucks to academic Schedule which is being by the Shaheed Mahendra Karma university for Conduction of nonstop internal evaluation system. The academic Calendar invokes the dates Completion of internal term and Commencement and the syllabus time table exams and so it set out the dates Of term and examination.

The time table have been arranged and executed in like manner, the teaching define teaching plans as indicated in the academic Calendar and guidelines of the Shaheed Mahendra Karma university the time table of external examinations fixed by the university and the same is display on notice board for the Students.

Any Changes are Conversed to students well in advance, Preparatory exams care Conducted every year before universty exams Every teacher conducts regular class test on the related topic principal and teachers class doubts student with advice about writing Correct and appropriate answers regular the monitoring is by College governing the Council. The Principal heads Curricular and extra review meetings on regular basis check the execution and Progress all the activities in the Calendar.

Internal assessment or curriculum embedded assessment evaluates what Students do when they are in the Classroom an ongoing in the Internal Practice of Internal assessment teachers to enables Monitor learning as their teaching Process. this Process the Teachers and School judge the students Performance on the basis his Performance, also this process it does not involve outside Person for assessment. The Speed volume and effectiveness of an organization growth are direct the Purpose its heath that us an internal assessment to identify and plan out the needed maintenance of the health that is the purpose of an internal move towards it vision.

The internal assessment examinations is the mirror of the Success Teaching.

The helps in upgrading the graph of student academic success Internal examinations are conducted are the institutions to evaluate teaching. In our Institute tests are taken the respective subject teachers, after the Completion on prescribed topics.

Education department continues. Assessment report for all the subject every month.

To review the evolution Process Staff meetings are contacted periodically. After the end of test marks. are displayed with in a week.

After the end of each semester marks. For term words are also displayed final internal marks are evaluated to internal examiner.

The Principal verifies the internal marks for all the students at the end each semester.

Our Institute aims at ensuring that the evolution process of internal exam us for and flawless. This is especially important for the education because the Overall evaluation procedure for both these are Covered under the Continuous and Comprehensive Evolution Scheme.

At the end of test the Subject teachers Suggest the necessary improvement in the writing. The answer Sheets are shown to the students to know their weaknesses so that they can understand the mistakes. made in the Papers and the record form is being made in the mark sheets unit testes.

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

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

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

| File Description | Document |
|---|---|
| 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 |

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

**Response:**

**Response:-**

There is complete transparency in internal assessment. Norms the Shri Vedmata Gaytri shiksha Mahavidyalya have been adopted in the college.

At the beginning of the Semester, faculty members expose the students to various components in the Evaluation process during the semester.

The institution follows a set procedure which brings grievances in to the open so that the institution can know them and can take accessory action to settle them. It covers the receipt and Processing of Complaints from the students, and action taken on any issue raised by them to ovoid services more effectively. The College has a well organized Mechanism for redressed of examination releted grievances. The student can approach the teachers, college examination officer, and Principal to redressed the examination out the examination related grievances. The student can approach the teachers. collage examinations officer ,and Principal to reads the examination related grievances as par the requirement andjurisdiction of the grievances.

After the evaluation is done for the examination, if any student feels that the marks given to him in Paper are not just; he or she can apply revaluation by remitting the fees to the College.

Student and faculty members are made aware of the transparency to be maintained in thesystem assessment.

The subject handling faculty with department head deals with the grievance related to university question Paper infrming the Principal like questions out of Syllabus related questions improper distribution of marks, missed wrong questions numbered etc. It Students hasany grievances related to

Evaluation of university answer, scripts are intimated to the Subject handling faculty and head of the department of necessary.

The students have right to apply for verification with photocopy of answer sheets. The institution gives rights the students to challenge the evaluation of answer books. If students face any salved by problem during examination . The grievances curing the conduction of the any examination are considered and discussed in consolation with the principal and if necessary forwarded to the university examination

section.

Norms regarding grievances are displayed on university website. The institution follows the university Policy. The entire mechanism to deal with examination related grievances is time based as per university rules and regulations per question papers are received which are made by faculty to find out the percentage of toughness in the question paper and the feedback is given to the department head.

Table marking and seating arrangement is also displayed on the notice board along with the time table if any grievances are reported after the evaluation they are resolved immediately and submitted by the concerned faculty to the department.

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

**Response:**

**The Institution adhere to academic for the Conduct of Internal Evaluation.**

**Response**

An academic Calendar is of vital importance for the Institute to keep students, faculty, and Staff reminded of key dates throughout the academic Semester and year.

Institute annual Calendar is a representation of planning of institute which is Scheduled for the Entire year. it is a Setting  to exact activities that can be done according appropriate time. The annual Calendar is a planning tool for Institute to do all the institute related  Programs  is a Particular time. It is also useful for Prospective students and  staff as well.

The Institute prepares and Publisher, academic Calendar before the commencement of the Academic year containing the relevant information regarding the teaching  learning Schedule working days,   Various events to be organized, holidays, dates of model examination, internal examination and Semester examination.

Our academic calendar provides teachers and students with information related to important dates, plans cultural programs and provides information about non-academic activities and provides professional communication between teachers and students.

- The academic diary includes the complete teaching Process. It is also" Contains teaching plan and execution of activities.
- The Institute Academic Calendar gives particular Period to Conduct extra curricular gives and Social activities such as Celebration of birth and death anniversary's of the national icons, Celebration of various national and international days.
- The Institute adopts the strategy of Continues interval evaluation, seminar Project work, unit tests and Semester examination thorough which the Academic Progress is monitored regularly
- The Institute forms an examination Committer to monitor the overall internal assessment process.
- When the Institute receive the list of  students who are enrolled for the examination it prepares seating arrangement chart list & invigilators etc.

- Besides the assessment, midterm examinations are held.
- The Institute Completes all its practical examinations before the Commencement the end term examination.
- At the end of semester there is one Examination in each Course which is of

three hours.

- The evaluated answer books are returned to the Students and an opportunity is given to Students to discuss the evolution with the teacher's.
- The teacher rectifies any error on the spat, if any.
- The reexamination is permitted only for theory Examination which are offered by the student during a Semester.

**Display assessment date**

- Displays of marks of assessment date.
- Cultural activities
- Extension and outreach program schedules.
- Midterm examination date.
- Co Curricular activities.
- final examination date
- Displays of marks of final examination.
- Revolution.

The Institutes has been Complying with the Planned schedules. Assignments works awarded to students and marks are awarded before the Commencement the final examination. The Syllabus is discussed by the staff members of education department and facing notice is given regarding the Conduct the mid-term and final examinations. Co-Curricular activities are Conducted of Simultaneously from time to time and information in respect of the same is displayed on the notice board.semilarly Celebrations are also. held during the end the academic year. The head of deportment monitors the quality of teaching learning through daily monitoring of teaching - learning activities.

| File Description | Document |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | [View Document](#) |

## 2.7 Student Performance and Learning Outcomes

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

**Response:**

**Response:-**

Program Learning outcomes (Plos)

An institution implements learning outcomes at the Program or institutional level, to asses student leaning over multiple Courses and to monitor whether students have acquired the knowledge necessary and skills at one stage to be able to move on the next. A learning outcome approach to teaching and learning oriented assessment are increasingly framing higher education.

Learning outcomes are a specific statement of what students will be able to do when they are successfully completed a learning experience.

- To develop Competences among student teachers , to select and use appropriate assessment strategies for facilitating learning.
- To anticipate what the Students will gain from an educational experience.

- To be able to interact with children from diverse social, economic and diverse back grounds.
- To enable Student teachers to acquire necessary Competences for organizing learning experiences.
- To build skills and abilities of communication , reflection, art, aesthetics , theater and self experience.
- To develop under Standing about teaching, School management and Community involvement.
- To facilitate Children's learning and development and to know their problems and rights.
- To develop the requisite understanding through his or her own observation experimentation, and reflection.
- To prepare teachers who are able to continuously assess and improve their professional Practice as teachers, by critically reflecting in it who can understand that teaching is embedded in the Social Context the learners.
- Analyze the textbooks and syllabus.
- Applying teaching skills and dealing with Classroom Problems.
- To import relevant Knowledge with respect to foundation and methodology Courses.
- To proposed mastery over the required Content to know select and use teaching method.
- To understands the paradigm shift in Conceptualizing disciplinary knowledge in school curriculum.
- Provide such education that will influence thinking and achievements at that workplace develop key management and tutorials skills.
- understand the language background of Students as the first or second language users understand learning's divergent process.
- Understand the Classroom in Social Context study of Childhood, Child development and adolescence.
- Understand theory related to human needs Change with time.
- Understand methods of stage and Validation of knowledge in changing in Scenario. Bring about an understanding of the Culture, Policies and Practices that need to be addressed in order to create an inclusive school .

- To Select and use of appropriate assessment   Strategies for facilitating learning to analyses the content and Syllabus.
- To understand different values such as morality Social Service and accept responsibility for the Society.
- To boost Confidence I and promote abilities to Communicate effectively.
- To plan, teach Organize School related Community based activities and programmes.

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

**Response:** 96.18

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101     | 96      | 82      | 91      | 83      |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [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:**

The progressive performance of student and attainment of professional and personal attributes in line with the PLOS and CLOs is monitored and Used for   further improvements

 **Response :**

This criterion relates to college to serve students of various backgrounds and abilites through effective teaching learning practices. Interactive Instructional techniques that engage students in higher order thinking, interviews  and group discussion, debates, projects presentations, experiments, Practical sessions, Internship and e-resources are important considerations.

Teacher reply on the results form these assessments because of their direct relationship with classroom teaching goals to use classroom assessments to improve. However  teachers must change both their approach to assessment and their interpretation of the results.

The major aspects identified under this criterion are curriculum design and development academic, flexibility feedback on curriculum  updates and best practice in curriculum aspects.

1. The various learning experiences provided for B.Ed students. Through various programmes are all interlinked and make them ready for the professional field.
2. The Theoretical classes on the various courses enhance their Knowledge and help them to apply in their professional field.
3. The various Co-curricular activities organized by the college like assembly programme, quiz program, project, sports celebration, important days enhance the organizational, Collaborative, creative skills of The teacher trainees which enable them to be profession ally excellent teachers.
4. Conducting periodic reviews with students to confirm their grasp of learning materials and identify gaps in their knowledge understating.
5. B.Ed student teachers are alloted for school internship in various types of schools and conduct assessment pertaining to their practicing school boards and acquires practical knowledge about the variation in norms standards of the assessment and system in different boards of School education.
6. Test and Measurement record attendance record, mark register, analysis of marks, make them through with assessment systems of their practicing teaching schools.
7. Academic records shows a students as well as any growth in progress It is Specially important to document successes and fall uses in the classroom, so that students can supports when needed.
8. The teachers allow some student to rewrite and submit resubmit Selected pieces of work of make assignment submissions or multi stage process in which drafts be may be submitted for feedback.

The institution believe in quality teacher education because quality teachers are fundamental requirement. Members study The educational journals and reference bask in college subjects for the knowledge t of updates on content and methodologies

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

**Response:** 100

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

Response: 101

| File Description | Document |
|---|---|
| Data as per Data template | [View Document](#) |

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

**Response:**

**Performance of Students on various assessment tasks reflects how for their initially identified learning are catered to**

Response:

How to know prepare themselves for the assessment to the best of their ability have a greater

Confidence in the assessment method and the teacher's Assessors Judgment improve their motivation.

follow the assessment Process.

- Understand exactly what is expected from them.
- understand what they have to do.
- have a cleaner understanding of the assessment criteria
- know how to prepare themselves for the assessment
- Perform to the best of their (When they have ability fully informed about the assessment)
- have a great method Confidence in the assessment method and the teacher's/ Assessors judgment
- The students have an opportunity to reflect and demonstrate their thinking, by trying to identify their sources Of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding the concept. For example, a planning Session about future projects related to teaching learning in which the students for work in a small groups in different topics issues lead to a discussion about the Criteria Judging the work quality. This type of assessment discussion, which occurs before an activity On even start as Powerful influence in how the students conduct themselves throughout the activity and what they learn. To best support their Students learning teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom.
- Teachers make Professional Judgments on Students Performance in every teaching and learning session undertaken, whether consciously or subconsciously, and thus , using these Professional judgments and translating them in to feedback on the quality work, individuals Work is the focus of assessment for learning.
- Assessment for learning and quality. feedback has promoted increased student Programs.
- Assessment for learning can detract for effective classroom Practice and Prevent back assessment decisions to learners on their Performance with a view to improving their work.
- The teachers inform the students after the assessments of their progress at their own Performance.
- The teachers inform the student after the assessment of their progress to empower to take the necessary action to improve their Performance.
- Teachers have created learning opportunities where students can progress at their own pace and undertake Consolidation activities where necessary.
- The individuality of feedback has a facility to support weaker learners and Challenge more able learners.
- Teachers Set tasks and activities and Pose questions to learners.
- Student respond on the tasks, activities and questions and the teachers make Judgments on the student knowledge, understanding and skills acquisition as evidenced in the learner responses.
- It is important that the learners in a group understand what they're trying, to achieve in a given task and why they're doing it.
- Feedback on assessment has helped students improve in a specific when feedback Provides Corrections or improvements in a Piece work. It is valued by learners and act as an incredible motivator.

## 2.8 Student Satisfaction Survey

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

**Response:** 3.8

# 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..**

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

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

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

**Response:** 0

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

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

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

**Response:** E. None of the above

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

**3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and**

**transfer of knowledge that include**

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

**Response:** E. None of the above

## 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:** 0.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 04 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| First page of the article/journals with seal and signature of the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 3.3 Outreach Activities

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

**Response:** 6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 6 | 4 | 5 | 4 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:** 44.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 90 | 95 | 85 | 92 | 80 |

**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:** 44.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 92 | 89 | 95 | 90 | 80 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:**

**Outreach activities in the community in terms of influencing and sensitizing the students on social issues and contributing to social development involves a great effort and hard work by the institute for Shri Vedmata Gayatri Shiksha Mahavidyalaya.**

The institute has to make sure to impact the lives of people in the community through the Office of Projects and this requires a combination of dedication, patience, research and social skills. The Institute promotes regular participation of the faculty, students and staff with the neighborhood community for its overall development and community development through various activities every year. Every year rural tours are organized by the organization. In which economic, social business issues of a rural community are discussed and encouraged for their development. whereby students and staff participate in the community.

1. There is regular participation of students and staff in the programs organized by the college to participate voluntarily in community based activities.
2. Various awareness programs with themes like cleanliness, green environment, tree plantation, gender sensitization, traffic rules, awareness, digital payments and empowerment of girls and women and health water resources, workshops, rally road so etc. are organized.
3. Blood donation camp, awareness program on health and cleanliness, distribution of study material of students, awareness about junk food, plantation etc. is organized.
4. There are also other programs like oral health awareness farmer training and traffic awareness and training for rural women.

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

**Response:** 0

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

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

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| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 3.4 Collaboration and Linkages

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:** 0

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

**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:** E. None of the above

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

**Physical facilities-**

The institute has adequate facilities for teaching-learning. For the program offered in the classrooms, laboratory equipment, computer processing facilities, sports complexes, etc.

Response-

**Teaching Learning and Infrastructure_**

1    Ventilated and spacious Classroom with LCD Projector Conference and Seminar hall Well equipped with dedicated Drawing board Hall equipped with latest configured Desktop computer software with Printer and well marked laboratories.

2    Kabaddi volleyball Large playing field with pavilion for playing more.

3    Mi Room with Medical First Aid and Teacher.

4    separate room for girls

5    Water coolers for regular water supply for girls in wash room and sanitary napkins for girls

**IT infrastructure_**

1    Wi-Fi enabled campus.

2    Language laboratory to develop students' communication and interpersonal skills.

3    Staff room with ICT facility.

4    Audio system.

5    Public address system for ease of communicating important information to students.

6.    CCTV internal and external surveillance system for security and smooth administration.

     Library as a means of learning

1    Well equipped and meaning automatic stone magazines with around 6945 books.

| 2 | computerized |
| 3 | Institutional software for issuance of books and keeping recorders accordingly. |
| 4 | No. of Classes and Seminars Hall in the Institute 07 |

**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:** 71.43

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

Response: 05

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

Response: 7

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:** 41.28

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5.20 | 4.04 | 2.86 | 7.46 | 14.97 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 4.2 Library as a Learning Resource

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

**Response:**

Automation of the library has been adopted using Resource Integrated Management System.

The working library is computerized. Software is being used for issue of books, maintenance of records. Keywords used for effective retrieval of books in the library are author title and publication. The library has four different sections. There is circulation and serial control. The library in the college has computer and internet facility. Details about access to staff and students and frequency of use are as follows.

1 Access to staff Teachers and students use computers and the Internet to access a variety of teaching subjects, teaching learning process, teaching strategies, information about teaching, various types of innovation in the source of teaching aids Impact use of visual materials.

2 Frequency of use The library is used almost every working day.

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

**Response:**

The institute has remote access to library institutions which are frequently used by students and teachers.

The shape library used is used almost every working day.

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

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

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Data as per Data template | View Document |

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

**Response:** 0

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

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

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

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

**Response:** 17.68

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: 190

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: 375

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: 900

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: 1060

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: 1205

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

## 4.3 ICT Infrastructure

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

**Response:**

Shree Vedmata Gayatri Shiksha Mahavidyalaya constantly updates its ICT facilities. IT equipment includes Desktop Computer Projection System Various software ICT Lab at Shree Ved Mata Gayatri Shiksha Mahavidyalaya is equipped with computer and a server which provides India support of basic skills for students Runs on Lynx OS to Windows 7,8 ,10 The college has fast internet connectivity and Wi-Fi facility that has dedicated line ict facility widely used by both faculty and students.

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

**Response:** 13.33

| File Description | Document |
|---|---|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

**4.3.3 Internet bandwidth available in the institution**

**Response:** 0

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

Response: 00

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

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

**Response:** E. None of the above

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

## 4.4 Maintenance of Campus and Infrastructure

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

**Response:** 41.71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5.20 | 4.4 | 2.86 | 7.46 | 14.97 |

| File Description | Document |
|---|---|
| Data as per Data Template | [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:**

Shri Vedmata Gayatri Shiksha Mahavidyalaya conducts annual stock checks in which equipment is available, various laboratories and libraries are physically tested, verification is done, library committees and purchase committees conduct this work with ministerial and support staff and its Identifies the damaged articles and books of the concerned in-charge teacher by both the committees after proper recommendation recommended for repurchase and writing

# 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 |
|---|---|
| Data as per Data Template | [View Document](#) |

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

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

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

| File Description | Document |
|---|---|
| Geo-tagged photographs | [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:** E. Any 1 or none of the above

| File Description | Document |
|---|---|
| Data as per Data Template for the applicable options | [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:** E. None of the above

| File Description | Document |
|---|---|
| Data as per Data template | [View Document](#) |

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

**Response:** 13.65

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 17 | 13 | 20 | 04 | 14 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Appointment letters of 10% graduates for each year | [View Document](#) |

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

**Response:** 7

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

Response: 07

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 |
|---|---|
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

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

**Response:** 4.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 04 | 08 | 03 | 0 | 06 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Copy of certificates for qualifying in the state/national examination | View Document |

## 5.3 Student Participation and Activities

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

**Response:**

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

**The Student representatives co-ordinate various activities and responsibilities entrusted by the college to them. they. Acts as a link between student and the faculty members and the college. Student that support, empower and challenge each others learning as will as student as cocreators in the planning implementation , and evaluation of higher education. active student participation can**

take various forms, one commonality these form share Is that student take a more active roll in their education, often through partnership with teachers.

The representatives provide feedback about various activities undertaken by the faculty and the college as well as how the decisions of college authorities are received by the students .meeting of the representative body and college administration takes place ragularly to work out different activities of the college .

The roll of the student council are -:

1. To support the management and staff in the development of the college.
2. To promote discipline and decorum in  the institution.
3. To develop a spirit of partnership and co-operation with the teacher.
4. To help in organization and management of cultural events, sport and games.
5. To promote an environment conductive to educational and personal development.
6. To play an active role in recognizing and supporting the work of teacher because the interest and support of teachers will be great value to a student council.
7. Helps in representing the values of the student body to the college management in it involves talking and listening to the student body considering their views and concern and discussing these with college management on behalf of the student.
8. Student council plays a great role in improving academic standards and reduce dropout rates in college's. Student council can create a sense of ownership of the college and its activities among the student population.
9. Student council assist the institution in organizing activities related to student like cultural performance social services, cultural performance, debates, discussions and other activities

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

**Response:** 1

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

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

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

## 5.4 Alumni Engagement

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

**Response:**

Alumni association /Chapter (Registered/Non Registered But Functioned contributes Significantly For The development of the Institution.

Alumni association have a different roll in the growth and development of the institution. alumni are expected to perform many roles effectively such as providing  mentoring to on going student career opportunity job placement for Outgoing students and so on Alumni can also facilitate workshop for student to  develop their writing Skill Presentation Skill and other soft behavior Skill to promote opportunities For their emplobility Alumni have a roll To develop positive thinking Maintenance of harmonious Relation And moral among Students.

Alumni association is administered by an alumni committee. The alumni association is very active in promoting integrations among the alumni  staff and the management, besides helping alumni in all possible ways, at also lends support to the college to achieve is cherished goals, its vision and mission.

Contribution of alumni to the growth and development of process are given below.

1. **The alumni helps in establishing networking with all student.**
2. **Use the existing alumni organization  and ask for their participation in starting the associations.**
3. **It helps the institution for getting placement test. Thus, expands and strengthens with new enrollments.**
4. **Attending on campus events to give back to the institution.**
5. **Its feedback has helped in improving the existing curriculum, organizing. new activities, etc**
6. **It has given many healthy suggestion for the augmentation of the institution**
7. **Supporting recent graduates as they start their career.**

**The college has alumni association.The alumni support the institution and contribute to its. institutional academic and infrastrure development.**

**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:** B. Any 4 or 5 of the above

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

**Response:** 5

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

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

| File Description | Document |
|------------------|----------|
| Data as per Data Template | View Document |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View Document |

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

**Response:**

Alumni Association acts as an effective support system to the institution in motivating student as will as Recognizing nurturing and furthering any special talents in them.

The college has an alumni association   the association has been  helping the college in its growth and development process efficiently by providing positive feedback.

The principal  of the college is the president of the alumni association .  other faculty  members include and student

An Association has been Formed by  graduates and Formers student as an alumni association in the contribution of all alumni and considers them as a source of the institution the alumni association plays an achieve roll in motivating student as well as nurturing and furthering and special talent in them by

By involving them in institute activities.  by giving them the taling that they always belong to institution

1. Providing guidance and counseling to the alumni for brighter future prospects.
2. By  seeking innovative ways to serve alumni by providing social. Education and professional opportunities
3. Providing lifelong learning through lectures ,discussion sessions, on campus conferences concreted by eminent alumni and current faculty .
4. Supporting  current  Student through different mentoring opportunities either being abort of an campus lectures on  through online commitment provide internship, recruit fresh graduates, present caver program etc.
5. Contributing  to  the  growth  of  the  institution  by  organizing workshop on continuous and comprehensive evaluation, active learning method for student teacher etc.
6. Providing  variety  of  benefits  and  services  that  help  alumni  maintain connections to their educational institution and fellow graduates.

7. Promoting career guidance interaction with industry and continuing education.
8. The alumni association wish to involve more and more of Students of the institute with the activities of the institution it can be common platform for all the student to meat share the association main intention is to strengthen the bond between old students and the institution and to create an active alumni network that maintain a symbiotic relationship between the institute and its alumni.

# 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:**

**Vision**

1. To be a leader in educational services.
2. To provide a unique learning experience which will enable the students to mould their overall personality.
3. To make available equal opportunities to ensure support without prejudice based on gender, class, cast ,religion and economic status.
4. To ensure recognition as an International reader in holistic education to achieve global competency In corporate and social world.
5. To go beyond the recognized formalities of social acuity and justice and provide pioneering leadership action in bringing together the Illiterate and the Ignorant towards education to trans - form human population into a human resource.
6. To make available globally competitive education Infrastructure compatible, to challenging the challenges of India's nation building process.

**Mission**

1. To strengthen the weaker sections of Chhattisgarh state through higher education.
2. To empower the rural masses by educating, them and by creating in them. the social, political and cultural awareness.
3. TO give them confidence that they are The creators and not the creatures of their fate.
4. striving continuously to provide quality - teacher training.
5. To carry out teaching and Program for aspirant's as per the program norms and standards set by the control bodies such as NCTE and state govt.
6. To effectively excute Various activities under the academic and social responsibility of Shri vedmata Gayatri Shiksha Mahavidyalaya .
7. Principal hold periodic meetings with teaching staff this reinforcing A lot of editing of the institute to ensure accountability of employees principal evaluate their performance though acr.

Various committees are formed with Senior member as conveners, who seek feedback form staff members. reorientation of all faculties is ensured by forming committees .When Appointing Officer IN-Charge Of Various Program's On Institutional development, a unanimous decision is Taken.

The planning for the academic session begins with a Well Designed academic calendar designed according to the annual calendar notified by the university. The weekly time table governs the teaching schedule for the Semester. classes are taken regularly according to the schedule.

During the year, vulnerable student's are Identified for additional reinforcement through tutorials and peer Instruction and counseling -

Is also given to the student at the time of admission .the parent teacher association Is formed of each session and their valuable Inputs are taken .

## 6.1.2 Institution practices decentralization and participative management

**Response:**

**Response:**

Strategy development in higher educational institution ensures quality and improvement of efficiency in Functioning. For an organization Strategic planning is very essential to accomplish the vision and mission which it dreams of Strategic planning is a continuous process with a specific focus on accomplishing Institutional goals in this competitive world. Strategic planning and deployment document is based on Analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The institution deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the institution and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.

• Our Institute is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also have been bagging University ranks consistently every year The strategic plan, provides a framework that will Allow the Institute to develop and use its Resources more effectively. The institution strategy goals are.

• Ensuring good governance.

• Development of entrepreneurship.

• Developing and following leadership and participative management.

• Ensuring staff development and welfare.

The perspective plan of the Institute is to develop and execute effective teaching learning process, to encourage research culture in faculty and students, to empower faculty about emerging trends in their Profession for academic advancement to facilitate a friendly, efficient and flawless administrative setup. Ensuring a smooth day to day functioning. To maintain continuously good academic performance.

The strategic plan focuses on-

1. Providing various courses which will help in increasing their practical knowledge.

2. Organize study tours for students. Provide state of Art Library facilities.

3. Encourage teachers to participate in seminars and conferences. Promoting faculties to undertake Minor and major research projects..

4. Continuous tracking of attendance of the students. Provide remedial coaching to slow learners. Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc.

5. conducting periodic and need based meetings.

6. Establishment of centralized assessment system.

7. ICT based teaching.

8. Identification of fast learners and help them to achieve their potential.

Besides these, the core values of the institution include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed which gives the output in the form of contribution to national development, developing requisite competences among students of the Institute, Inculcates a value system among the students, and ICT tools used in teaching and learning.

•The faculty members of the Institute have been applying participatory and applied teaching method in the form of Student Seminar, group discussions and projects. Various collaborative programs or activities among the departments of the Institute have been organized as a part of educational exchange.

| File Description | Document |
| --- | --- |
| Relevant documents to indicate decentralization and participative management | View Document |

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

**Response:**

**Response**:-

 The institutions clearly defines its reason, mission, objectives and procedures at all levels and maintains complete transparency-in its financial, academic administrative Functions. The goals of the of the institutun are clearly defined at all levels.

1. The services of accountant are as an external chartered accountant used for the procedures. at all leves Financial audits from time to time is conducted.
2. The entire academic plan is clearly explain to word studens in a compulsory orientation program on admission at best by the director, Deans and senior faculty.
3. Admissions is based on the merits according  to the government polices.
4.  A students Handbook clearly defines the rules and regulations which are available online and is

also circulated among students committees are formed in case of disciplinary issues and The Connected individual Are given ample opportunities To State their version on the issue.

5. The institution completely adheres to academic calendar prepared by the university.

6. The regulations, syllabus and curriculum are uploaded on the college website.

7. All the information regarding teaching learning process and other related academic activities are - made available on the. institutional website.

8. The credits of each program and outcomes. are clearly specified.

9. It has Proper system outline, taking care of ethical and human Values responsible for transparency.

10. There is monitoring Committee for personal counselling of students.

11. The evaluated scripts of midterm examinations assignments, and projects reunified by the students and feedback is given by the Facility

12. All the current events like admission, examinations, Workshops seminar time tables Training programs, campus information is posted on the calling groups as well as at the college notice board.

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

**Response:**

**Response:**

Strategy development in higher educational institution ensures quality and improvement of efficiency in Functioning. For an organization Strategic planning is very essential to accomplish the vision and mission which it dreams of Strategic planning is a continuous process with a specific focus on accomplishing Institutional goals in this competitive world. Strategic planning and deployment document is based on Analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives. The institution deploys the strategies to ensure adequate information and feedback to be made available to the top management and the stakeholders, review the activities of the institution and encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.

• Our Institute is having a high stature in the academic community as our students have demonstrated, ample credibility not only in strategic thinking and team building, but also have been bagging University ranks consistently every year The strategic plan, provides a framework that will Allow the Institute to develop and use its Resources more effectively. The institution strategy goals are.

• Ensuring good governance.

• Development of entrepreneurship.

• Developing and following leadership and participative management.

• Ensuring staff development and welfare.

The perspective plan of the Institute is to develop and execute effective teaching learning process, to

encourage research culture in faculty and students, to empower faculty about emerging trends in their Profession for academic advancement to facilitate a friendly, efficient and flawless administrative setup. Ensuring a smooth day to day functioning. To maintain continuously good academic performance.

The strategic plan focuses on-

1. Providing various courses which will help in increasing their practical knowledge.

2. Organize study tours for students. Provide state of Art Library facilities.

3. Encourage teachers to participate in seminars and conferences. Promoting faculties to undertake Minor and major research projects..

4. Continuous tracking of attendance of the students. Provide remedial coaching to slow learners. Encouraging the teachers to participate in orientation program refresher courses, short-term courses, etc.

5. conducting periodic and need based meetings.

6. Establishment of centralized assessment system.

7. ICT based teaching.

8. Identification of fast learners and help them to achieve their potential.

Besides these, the core values of the institution include community engagement, respect and commitment. Holistic development of students, and excellence in teaching and learning. The perspective plans of the institution are properly deployed which gives the output in the form of contribution to national development, developing requisite competences among students of the Institute, Inculcates a value system among the students, and ICT tools used in teaching and learning.

•The faculty members of the Institute have been applying participatory and applied teaching method in the form of Student Seminar, group discussions and projects. Various collaborative programs or activities among the departments of the Institute have been organized as a part of educational exchange.

## 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:**

**Response:**

The decentralized structure of administration is described in an organ gram of Institute. Institute administration is a combined and cooperative effort of Principal, teaching, non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal.

•Various committees are formed under the administration of principal which include advisory committee, general body.

•Magazine Committee, Library Committee, Grievance Committee, Sports Committee, etc.

•There are different cells to look after the Student and staff complaints.

•The Principal controls the functioning of the cells like student grievances redressal cell, Anti ragging cells, minority cell legal cell etc.

•The principal is involved in the implementation of the perspective plans of the Institute.

•They ensure that academic and administration functions efficiently through the Department and various committees constituted for the respective cause.

•In the beginning of the year. Various academic and investigative committees are constituted.

•Specific task is allotted to them as per the academic and administration plans of the Institute.

•The administration contains statutory officers, vice chancellor, officers and students welfare.

The organizational structure of an institution outlines how certain activities are directed to achieve the goals of the Institution. The organizational structure of an institution defines- Task allocation, coordination and supervision towards the achievement of organizational aims.

The roles people play, the structure that connect those roles and the processes used to fulfill the roles all working together to achieve a purpose and supported by a platform of information, tools and skills is an organizational structure that an institution keeps in mind. While preparing it.

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

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

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

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

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

**Response:**

All the activities of various bodies and committees are planned very carefully and implemented efficiently. All these are carried out by the members of the respective bodies through a well-organized system f planning and evaluation. All the minute details are duly recorded for maintenance and transparency purpose. According to the guidelines of higher education department all the activities and plans in the college are formulated and conducted feedback and suggestions are also taken from the Teachers, Students, Parents, Alumni and IQAC. Efforts are always made to execute and implemented all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press release are also issued by the institution to make public any significant achievements. The college also provides important information on the website and notice board. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner.

| File Description | Document |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | [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:**

Effective implementation of welfare measures for teaching and non teaching staff is in place. The administrative and teaching and nonteaching staff also needs training in advanced skills related to their work. The Shri Vedmata Gayatri Shiksha Mahavidyalaya provides them essential training and fully supportive at every steps. Training procedure also taken place via computers and software to the staff members as per requirements. The Shri Vedmata Gayatri Shiksha Mahavidyalaya management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and nonteaching staff. In the present scenario the college ensures the professional development of the staff by encouraging faculty members for participating in seminars, workshops orientations and refresher courses. It also encourages the faculty to publish research papers in national journals and also encourages to take up membership of various state and local level researches teachers also undergoes the face to face faculty development programmes and some short term courses.

**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:** 4.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 0 | 0 | 0 |

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

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [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:** 3.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 02 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | View Document |
| Copy of Course completion certificates | View Document |

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

**Response:**

The institution has a performance appraisal system for teaching and nonteaching staff. In the Shri Vedmata GayatriShiksha Mahavidyalaya the students feedback is a regularly practice and they are free to communicate to the principal and the management. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. All the suggestions and feedback e analyzed and a report is prepared and placed before the manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of faculty and other staff. Decision making bodies and committees workout the mode of operation and provides necessary guidance and resources for its implantation. If there is any need for expert guidance the institution also requisitioned for some experts for necessary guidance. Students are also given opportunity to express their views about different academic and co-curricular programmes organized by the college during the academic session. Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of academic year. The faculty is also required to submit self-appraisal report as well. The relevant committees teacher in charges event managers and the principal present their overall assessment.

The college also has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. The college has mechanism in place for performance assessment and using the evaluations to improve teaching, research and services of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non teaching staff.

| File Description | Document |
|------------------|----------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | View Document |

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Shree VedmataGayatriShikshaMahavidyalaya conducts internal and external financial audit regularly. College has set up a well furnished system for financial management. It directs internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. An internal financial committee has been made on half yearly basis which examines all the financial vouchers. All the college expenses are completely checked under various heads by confirming the bills and vouchers. In the event that any discrepancy is discovered the some is brought that to the notice of the principal. The mechanism to monitor the effective and efficient use of financial resources are as follows the college budget includes recurring expenses such as salaries, electricity, internal charges, maintenance cost, stationary other consumable fees and non returning expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget. A similar cycle is being followedthroughout the year. Shree VedmataGayatriShikshaMahavidyalaya is secretive to the quality of education as well as to changing educational social and market demands. Incremented improvements are also achieved in academic and administrative domains of its functioning through quality assurance initializes.

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Data as per Data Template | 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:**

Institutional strategies for mobilization of funds and the optional utilization of resources are in place. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulation based on the approved procedures of financial management. It budgets all items of expenditure which remains transparent. It honors all the legal limits and maintains transparency in

all then financial sphere. The college is self financed and not get any truant for the conduct of the programme. The only source of revenue are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college. All the budgeting and auditing procedures of the college are regular and standardized. The sources of income of the college are legitimate and acknowledgment. Financial planning is done to ensure allocation of required funds for all the college activates. The college takes utmost care in planning and implementation of the academic programmes.

## 6.5 Internal Quality Assurance System

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

**Response:**

Internal quality assurance cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies. Shree VedmataGayatriShikshaMahavidyalaya formulated and established a multiple member internal quality assurance cell to respond to the changing educational, social, financial and market demands. The cell gives suggestions from time to time form beginning to the end of the course. It also makes assessment of different aspects of the functioning of the college and monitors their expanditure. The cell receives these suggestion from different modes such as verbal, communicated or through suggestion box and allied channels. Its major activities include development and application of quality bench mark/ parameters for the various academic and administrative of the college.

The cell facilitates the oration for a learner centric environment conductive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process. It also facilitates the arrangement for feedback responses from students' parents and other stakeholders on quality related institutional processes and dissemination of information on various quality parameters. It also organizes the inter and inter institutional workshops, seminar on quality related themes and promotion of quality circles. It also does the documentation of various programs and activities of college leading to quality improvement, development and maintenance of institutional database for the purpose of maintain and enhancing the quality of institution and also for the development of quality culture of institution.

Shree VedmataGayatriShikshaMahavidyalaya has adopted many quality management strategies in academic and administrative aspects to promote an ambience of creativity, innovation and improving quality.

| File Description | Document |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | [View Document](#) |

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

**Response:**

Shree VedmataGayatriShikshaMahavidyalaya reviews its teaching learning process periodically through IQAC, the college is sensitive to the quality of education as well as to changing educational, social and market demands. The college formulated an IQAC and programmes advisory committee to access the performance of the programmes approved by it. To sustain the quality of its academic programmes, the stakeholder's feedback taken for further improvement.

The college makes all out efforts to ensures adherence to academic calendar with the help of schedule for all activates. It also mentors attendance of students and also keeps the students informed on quarterly basis and erasures high performance of students in internal examinations.

The IQAC and programme advisory committee of college assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college makes all our efforts to supervises content delivery by faculty through principal it also ensure high performance of students in academic internal examinations. The college also makes efforts to maintain and ensures stock verification.

Remedial classes are organized as per the requirement and feedback of students. LCD projects have also been installed in various class rooms for a better learning process.

The college makes efforts also for the library to make it student friendly. The institution has taken efforts to digitalize the library.

The college also makes all efforts to evaluative teaching methodology periodically through student feedback, the syllabus is not controlled by college but these are implemented by the direction of Shaheed Mahendr Karma Vishwavidyalaya. To see the learning outcomes the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected material, equipment and more. The approach of IQAC has always to be used on the process of learner centered teaching learning and it has formulated policy to evaluate it from time to time.

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

**Response:** 0.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 01 | 0 | 01 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

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

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |

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

**Response:**

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

 Response:

The institution successfully implemented Quality enhancement initiative in the Academic and administrative domains. Some of the initiatives of IQAC which have contributed towards incremental improvements are-

- Optimization an integration of modern methods of teaching and learning.
- Use of ICT tools in teaching.
- Development of Environmental friendly campus.
- Conducting bridge courses.
- Waste management.
- Green practices.

Use of ICT tools for teaching learning.

- Successful implementation of Connectivity of Internet in the campus which enabled online admissions, online free collections, online admission tickets, online certificates, online date sheets

and digitization of academic records and staff records.

- Development of Institute websites. Introduction of computerized result processing through in house expertise.
- Computer training programs for the staff.
- ICT tools contributed to high quality lessons since they have potential to increase students motivation, connect students to many information sources, support active in class and outclass learning environments and let the teachers to allocate more time for facilitation .
- These tools are the best mode of education that use information and communications Technology to support, enhance, and optimize the delivery of information.
- It leads to an improved student learning and better teaching methods.
- The use of computers in the colleges enabled students to get the chance to do assignments or group projects by saving a lot of time. It increased students knowledge at the same time.
- Introduction of smart classes. Computer assisted Instruction played the important role in improving the quality in teacher education. It consisted or both video as well as audio tape recordings, filmstrips and so on. Students could make queries to the computer by means of typewriter and keyboard and got answers in printed forms.

Environment Friendly campus and green practices.

The Institute works for the Environment conservation. and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized.

- The Institute worked for generating less waste and recycling it to a system that enabled the used material to be reused, ensuring that less natural resources are consumed.
- Waste management through establishing solid waste, disposal facilities in different places of the campus for disposal of organic waste, including plant debris.
- Spread of composting initiatives on the college campuses and Utilizations of compost for the plantations in the campus.
- The campus garden is maintained properly. borrowing or sharing a vehicle was successfully implemented .
- Green Campus projects made by students to spread awareness about Eco friendly transportation in the campus.
- Use of sustainable energy to supplement the energy needs of the campus like Solar panels.
- Introduction of activities such as organic gardens.
- which teaches students how to create their own organic farms.
- Proactive actions were taken to inculcate green living ideas in students by taking ecofriendly steps to protect the environment.
- Ecofriendly curriculum, recycling, reusing, using LED lights, reducing water usage and other initiatives forms green habits in Students which they can continue even after they complete their studies.

Second cycle.

Student centered learning environment.

- Institute introduced student centered learning any college.
- Students were directly involved in the education process by enabling them to interact with one another.
- They also began to feel a sense of community.
- This type of learning environment developed trust and Among the students by allowing them to speak, Listening to them and being fair with them. Through quality assurance initiatives, the teacher were able to engage students in any activity or project, Allowing and inviting students to use free web tools to present ,curate and share information.
- It encouraged the pursuit of learning, having an engaging classroom environment with engaging projects, engaging activities, and engaging discussions.
- Teachers started using project based learning to teach different subjects and teaching through identifying real world programs and developing real world solutions.
- Ongoing projects for students were created to develop student centered classroom and learning environment.
- It promoted the mastery of subject matter being taught and learned. It also helped students to demonstrate what they had learned.
-  It provided students the opportunity to lead in the classroom and fostered engagement, growth and empowered students to take ownership of the learning experience.
- The student centered learning environment Encouraged students to demonstrate what they had achieved.

Enhancement of evaluation methodologies.

- Institute adopted the most effective evaluation process, which encouraged and rewards effective teaching practices on the basis of student learning outcomes.
-  It enabled students to identify their own strengths and weaknesses and to determine the kinds of information they need to correct their learning deficiencies and misconceptions.
- Students learned that they could engage in self assessment and continuous improvement of performance throughout their lives.
- The technique of outcomes assessment as a means of measuring student learning and the use of that information to improve teaching were considered along with other additional strategies and methods for formative evaluation.
- The process involved not just determining to what extent students had mastered course content at the end of the course, but also improving the quality of learning and determining to what extent students had mastered content throughout the course.
- Outcome assessment enabled faculty to determine what students know and can do as a result of

instruction in a course module and entire course or a sequence of courses.

- The point at which a student's education at which he or she could develop the specified knowledge and skills for determined.
- Results from assessments were used to provide formative feedback to individual students and to improve curriculum and instruction.
- Classroom quizzes and exams ,projects ,poster presentations of library or laboratory research, cooperative experiences, portfolios ,standardized tests for both within and across disciplines, Student journals, questionnaires and interviews were encouraged.

Outcome assessment promoted other changes like faculty employing more active learning strategies, that enabled students to participate the concepts they are learning.

# 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:**

**Response:-**

Our collage make various effort toward the conservation of energy as well as reduce the consumption of energy Conserving   energy results in lower diving expenses as energy saving leads to monetary saving.

Our college take following steps to conserve energy like.

- Turn off the appliances when not in use.
- Install LED lights .
- All the appliances are energy  efficient
- College infrastructure is made in such a way that there is use of maximum natural light  more window and  open space are present.
- Switch off the decorative light when not in use.
- Blackboard are placed in such a way that every student can easily seen without    light
-  As well as our collage plant no of  trees ,which give us natural air and make minimize use of fan.
-  Our collage initiate plantation in every function  which  make  us  more  concerned  toward environment and energy conservation/all the teachers  .
- Also educate and student and motivate for plantation and conserve energy for   the future generation.

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

**Response:**

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

Shri vedmata Graytre shiksha mahvidyalaya will adopt the principles of the " maximum sustainable waste management" in the delivery of its waste management services the college will apply. a squander various. leveled approach to diminish reuse, and recuperate by products in preference to the removal. of write to landfill. the college recognizes the importance of meeting these legal prerequisites. and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible

water management is carried out at the institute in compliance with local and state guidelines the

culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively The procedures how over simple they may be require continuous. effort, education and training of all involved.

The college needs all the teaching and non-teaching staff students, making use of premises to comply with this policy. waste generated in the campus hall be overseen. and taken care in accordance with the compliance. Criteria and the procedure laid down by the ?.?.??. there is a legal requirement for all who produce, peep on dispose / radio -active / chemical waste of any type to comply with the various regulation under national and international on environment protection. legislation

**Implementation of the waste management waste Hierarchy strategy**

- Reduce -  The best approach to to waste is to reduce it at source.

- Reuse    - It you cannot reduce it, then try to re-use it Recycle if you can not re-use it, then try to recycle it
- Food waste is further used in the compost pit for use in soil for enrichment.
-  staff is given regular training regarding .benefits of waste management
- Moneturing is carried out periodically by the head of the institution.

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

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

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

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

**Response:**

cleanliness and sanitation is widely practices. in the institution several dedicated staff members. have been engaged to maintain high hy gine standards. show vedmata Gayatri shikha mahavidyalay is always committed to maintaining a clean college environment set a good example to student, teachers and other staffs it encourage learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger efforts to maintain their environment cleanliness is incredibly important when it comes to cutting down on the spread of disease in the college and means that staff and students are able to enjoy a comfortable learning environment.

**cleanness in campus :-**

1. sweeping and mopping all round hand surface flooring .
2. Vacuuming floors and carpet in administrative classroom.
3. Cleaning  the Walls Windows and other surfaces of room and building throughout  campus.
4. Providing door mats en each class.
5.  start recycling practices in the college
6. Encourage students and teachers to keep things away immediately after use.
7.  Organize clean day events like swach Bharat.
8. clean the campus facilities frequently.

**Sanitation**

1. Personal hygiene
2. I safe drinking water.
3. Disposal of waste water.
4. Solid waste management.
5.  Environmental sanitation.

**Green cover**

we are endorsing and enforcing measures. to make the college. carbon negative campus. using the following.

   **Rain water her harvesting.**

In another step towards the preservation of the intricate water table in the college building have been made compatible for rain water harvesting.

**Utilizing Natural light**

The building architecture of college is designed in such a manner that permit the free flow of air and allows natural light to cover all the corners of the building.

**Pollution free healthy Environment.**

1. use Reusable water Bottles and cafe mugs.
2.  Recycle and comport.
3.  waste control chemicals and e-waste management.
4. Use of LED bulbs in collage.

5. conducting energy bottle.
6. Dustbins on the premises.
7. waste control in entire campus.
8. No use of plastic in campus .
9. use of dust proof chalks in classrooms.

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

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

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

**Response:** 0

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

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

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

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

**Response:**

The Institution strives to leverage both their knowledge and partnerships more effectively as competitive assets Indigenous people and local communities, have established longstanding relationship with their surrounding environment they have accumulated holistic knowledge over centuries, which has allowed them to maintain an equilibrated social ecological system. They have also overcome a variety of crisis and challenges therefore, the involvement of indigenous communities is relevant to promote sustainable development and environment at management.

- The institution encourages staff to be a part of the community and how the staff can know that becoming part of these groups can contribute to their personal and Career development.
- members have a high level of participation and involvement in the community, activities leveraging the social media to support collaboration
- students benefits from learning diverse environment ,geographical location and local demographic

composition play a body in student baby diversity.

- The institution have knowledge of their environment and   to adjust to the economic and  social changes to develop grow.
- Community engaged teaching allows students, faculty and communities to experience profound growth
- Workshops are organized on community engaged teaching and a working group on these pedagogies for experienced faculty are hosted.
- The community's most urgent needs are addressed to ensure a projects has significant impact on it. The academic research about the community gives clear goals of the Community , which in turn allows projects ideas to emerge more easily.
- Public conferences, guest lectures, community talks, campus on community tours, and others exchanges serve to build understanding and trust between the campus and community.
- The institution makes sure that the teachers  are flexible in adapting the learning goals of the course to the practical needs of the Community porters.
- Local community also tries to be flexible in choosing projects that will provide meaningful learning experiences for students.

Institution  ensure students with all the preparation necessary to succeed in their projects and to benefit from the learning experience that community engagement provides.

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

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

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

| File Description | Document |
|---|---|
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | **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:**

Describe  at last two institutional  best practices (as per naac format given on its website )

Title of the practice –women empowerment .

Object of the practice – JN a co-educational institution women constitute more than 75 % of the total student straight of our collage ensures to promoting women sense of her ability  culture of respect   and equality for female gender

 **Objectives :-**

- Our college organize awareness programs on gender sensitization .
- Our college provide of opportunities and and programs for girls student to be financially mentally and emotionally empowered to promote their grout as individuals in there own light.
- We celebrate the importance and significance of women  in every persons lite every year international women's day celebrated on 8 march .
- Women's   day recognized and celebrates women's in every fielded it's the day dedicated to celebrating women achievements in various social political and cultural fields.
- The men aim of women  day is to celebrate the achievements of women  in various fields and the roles they play which could be that they are an or list a teacher an administration a politician or scientist.
- Our Important motive to raise awareness about women  rights and her gender .
- Counseling services for resident and non resident student .

**Evidence of success  :-**

- We organic a seminar on the day of women  day
- We organize essay writing  competition **.**
- Under  awareness programs from **sushma  wing** we organize group discussion on survical  cancer.

## 7.3 Institutional Distinctiveness

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

**Response:**

The institute has established to distinctive approach towards the comprehensive vision, which is essentially global standards, quality. and value based education the faculty members. are encouraged and kept updated for applying in research grant projects. the students participate in the state and national level. completion and the best ideas are rewarded. the institution clearly points out towards a value based education based on the curriculum. of the affiliating institute, combining it with the core values attached to it. institute in its endeavor to implement its curriculum in incorporating its mission and vision with contemporary issues has evolved a number of best practices like morning assembly. knowledge center, co-curricular activities, association etc.

The institute provides student with. Ideas of social justice and self radiance. rooted in a sense of morality as well as freedom this is done through a series of regular measure so that tradition and modernity  are attempted to be blended, emphasizing women's power and right.   The teaching and Extra curricular

activities" are oriented in such a way that the mental health, physical disability skill development. related requirements do not take a back seat To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organized by the institute, including community service, gender and environmental awareness.

The students are guided to work. on innovative project ideas. In keeping with the institute version of imparting & quality, education with values in a holistic way for one and all women's institute has always given priority to the all around development of women to empower them. Accordingly, the institutions also aims at imparting completes education to students possessing depth knowledge not only in their respective disciplines, but in all the kendered areas so that they can achieve relentless strength to waith with the challenge. of the society the institute gives priority is organizing various educational and awareness program to make its students more laborious.

The institute is at the location which is endowed with natural beauty, serenity and

[1:30 PM, 9/30/2022] Bp: tranquility the quality of work done for the benefit of the society, and mankind reflects in the minds of students and faculty

The numbers of girls students also remains good in college the main focus. of the institution of remains on the betterment and welfare of the girl students. women arvented programs are freequently organised in the college to motivate the girls most the college administration always endeavors to provide such girls a good platform to exhibit their tallents in different activities in the college.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college.

# 5. CONCLUSION

## Additional Information :

Nil

## Concluding Remarks :

Nil

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.2 | **Average Number of Value-added courses offered during the last five years**<br><br>1.2.2.1. **Number of Value – added courses offered during the last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 3 | 3 | 3 | 4 | 3 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 0 | 0 | 0 | 0 | 0 | |
| 1.2.3 | **Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**<br><br><br>1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 100 | 100 | 100 | 99 | 99 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 00 | 00 | 00 | 00 | 00 | |
| 1.2.4 | **Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**<br><br>1. **Provision in the Time Table**<br>2. **Facilities in the Library**<br>3. **Computer lab facilities**<br>4. **Academic Advice/Guidance**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C. Any 2 of the above<br>Remark : Input edited as per the supporting documents. |

| 1.2.5 | **Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years** |
|---|---|
| | **1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 100 | 100 | 100 | 99 | 99 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

Remark : Input edited as per the supporting documents, HEI has not provided any supporting documents during dvv time.

| 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**

Answer before DVV Verification : A. All of the above

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

Remark : HEI has not provided any fill feedback form, only provided reports so input edited.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 71 | 67 | 68 | 70 | 56 |

Answer After DVV Verification :

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

| 46 | 46 | 46 | 46 | 39 |
|----|----|----|----|----|

Remark : Input edited as per the supporting documents

| 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**<br><br>1. **Mentoring / Academic Counselling**<br><br>2. **Peer Feedback / Tutoring**<br><br>3. **Remedial Learning Engagement**<br><br>4. **Learning Enhancement / Enrichment inputs**<br><br>5. **Collaborative tasks**<br><br>6. **Assistive Devices and Adaptive Structures (for the differently abled)**<br><br>7. **Multilingual interactions and inputs**<br><br>Answer before DVV Verification : C. Any 3 of the above<br>Answer After DVV Verification: E. Any 1 or none of the above<br>Remark : Input edited as per the supporting documents given by HEI. |
|-------|---|

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 5       | 5       |

Answer After DVV Verification :

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

Remark : HEI has not provide any valid link of LMS, So input is edited

| 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..** |
|-------|---|

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**

        Answer before DVV Verification :  100
        Answer after DVV Verification: 00

      Remark : Input edited as per the supporting documents,

| | |
|---|---|
| 2.3.6 | **Institution provides exposure to students about recent developments in the field of education through**<br><br>**1.    Special lectures by experts**<br><br>**2.    'Book reading' & discussion on it**<br><br>**3.    Discussion on recent policies & regulations**<br><br>**4.    Teacher presented seminars for benefit of teachers & students**<br><br>**5.    Use of media for various aspects of education**<br><br>**6.    Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**<br><br>     Answer before DVV Verification : A. Any 5 or more of the above<br>     Answer After DVV Verification: E. Any 1 or none of the above<br>   Remark : Input edited as per the supporting documents. |
| 2.4.1 | **Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**<br><br>  1. **Organizing Learning (lesson plan)**<br>  2. **Developing Teaching Competencies**<br>  3. **Assessment of Learning**<br>  4. **Technology Use and Integration**<br>  5. **Organizing Field Visits**<br>  6. **Conducting Outreach/ Out of Classroom Activities**<br>  7. **Community Engagement**<br>  8. **Facilitating Inclusive Education**<br>  9. **Preparing Individualized Educational Plan(IEP)**<br><br>     Answer before DVV Verification : B. Any 6 or 7 of the above<br>     Answer After DVV Verification: D. Any 2 or 3 of the above<br>   Remark : Input edited as per the supporting documents given 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: D. Any 2 or 3 of the above
Remark : Input edited as per the supporting documents given by HEI.

| 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: D. Any 1 of the above |
| | Remark : HEI has not provided any documents as per the required documents so input is edited |
| 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** |
| | 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 the supporting documents.

| 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 : B. Any 4 of the above |
| | Answer After DVV Verification: E. Any 1 or none of the above |
| | Remark : Input edited as per the supporting document given by HEI. |
| 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** |
| | Answer before DVV Verification : A. Any 4 or more of the above |
| | Answer After DVV Verification: B. Any 3 of the above |
| | Remark : Input edited as per the supporting documents |
| 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** |
| | Answer before DVV Verification : A. Any 8 or more of the above |
| | Answer After DVV Verification: D. Any 2 or 3 of the above |
| | Remark : Input edited as per the supporting documents given by HEI. |

| | |
|---|---|
| 2.4.12 | **Performance of students during internship is assessed by the institution in terms of observations of different persons such as**<br><br>  1. **Self**<br>  2. **Peers (fellow interns)**<br>  3. **Teachers / School* Teachers**<br>  4. **Principal / School* Principal**<br>  5. **B.Ed Students / School* Students**<br><br>**(* 'Schools' to be read as "TEIs" for PG programmes)**<br><br>    Answer before DVV Verification : B. Any 4 of the above<br>    Answer After DVV Verification: D. Any 1 of the above<br>  Remark : Input edited as per the supporting documents. |
| 2.4.13 | **Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**<br><br>  1. **Effectiveness in class room teaching**<br>  2. **Competency acquired in evaluation process in schools**<br>  3. **Involvement in various activities of schools**<br>  4. **Regularity, initiative and commitment**<br>  5. **Extent of job readiness**<br><br>    Answer before DVV Verification : B. Any 4 of the above<br>    Answer After DVV Verification: D. Any 1 or 2 of the above<br>  Remark : Input edited as per the supporting documents. |
| 2.5.3 | **Average teaching experience of full time teachers for the last completed academic year.**<br><br>   2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year**<br>    Answer before DVV Verification :  11<br>    Answer after DVV Verification: 67 |
| 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:**<br><br>**1.Seed money for doctoral studies / research projects**<br><br>**2. Granting study leave for research field work**<br><br>**3. Undertaking appraisals of institutional functioning and documentation**<br><br>**4. Facilitating research by providing organizational supports**<br><br>**5. Organizing research circle / internal seminar / interactive session on research** |

| | |
|---|---|
| | Answer before DVV Verification : C. Any 2 of the above<br>Answer After DVV Verification: E. None of the above<br>Remark : Input edited as per the supporting documents |
| 3.4.2 | **Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**<br><br>  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**<br>Answer before DVV Verification :  01<br>Answer after DVV Verification: 0<br><br>Remark : Input edited as per the supporting documents. |
| 3.4.3 | **Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**<br><br>1. **Local community base activities**<br>2. **Practice teaching /internship in schools**<br>3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**<br>4. **Discern ways to strengthen school based practice through joint discussions and planning**<br>5. **Join hands with schools in identifying areas for innovative practice**<br>6. **Rehabilitation Clinics**<br>7. **Linkages with general colleges**<br><br>  Answer before DVV Verification : A. All of the above<br>  Answer After DVV Verification: E. None of the above<br>Remark : HEI has not provided any valid documents so input was edited |
| 4.1.3 | **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**<br><br>  4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**<br>Answer before DVV Verification: |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 520389 | 404196 | 286028 | 746550 | 1497258 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5.20 | 4.04 | 2.86 | 7.46 | 14.97 |

| | |
|---|---|
| 4.3.3 | **Internet bandwidth available in the institution** |

| | |
|---|---|
| | 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS**<br><br>Answer before DVV Verification :  72<br>Answer after DVV Verification: 00<br><br>Remark : HEI has not provided any supporting documents so input was edited |
| 4.3.4 | **Facilities for e-content development are available in the institution such as**<br><br>1. **Studio / Live studio**<br>2. **Content distribution system**<br>3. **Lecture Capturing System (LCS)**<br>4. **Teleprompter**<br>5. **Editing and graphic unit**<br><br>Answer before DVV Verification : C. Any 2 or 3 of the above<br>Answer After DVV Verification: E. None of the above<br>Remark : HEI has not provided any supporting documents so input was edited |
| 5.1.2 | **Available student support facilities in the institution are:**<br><br>1. **Vehicle Parking**<br>2. **Common rooms separately for boys and girls**<br>3. **Recreational facility**<br>4. **First aid and medical aid**<br>5. **Transport**<br>6. **Book bank**<br>7. **Safe drinking water**<br>8. **Hostel**<br>9. **Canteen**<br>10. **Toilets for girls**<br><br>Answer before DVV Verification : A. Any 8 or more of the above<br>Answer After DVV Verification: D. Any 5 of the above |
| 6.2.3 | **Implementation of e-governance are in the following areas of operation**<br><br>1. **Planning and Development**<br>2. **Administration**<br>3. **Finance and Accounts**<br>4. **Student Admission and Support**<br>5. **Examination System**<br>6. **Biometric / digital attendance for staff**<br>7. **Biometric / digital attendance for students**<br><br>Answer before DVV Verification : C. Any 3 or 4 of the above<br>Answer After DVV Verification: D. Any 2 of the above<br>Remark : Input edited as per the supporting documents |
| 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**<br><br>**2. Timely submission of AQARs (only after 1st cycle)**<br><br>**3. Academic Administrative Audit (AAA) and initiation of follow up action**<br><br>**4. Collaborative quality initiatives with other institution(s)**<br><br>**5. Participation in NIRF**<br><br>Answer before DVV Verification : C. Any 2 of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |
| 7.1.4 | **Institution has water management and conservation initiatives in the form of**<br><br>**1. Rain water harvesting**<br><br>**2. Waste water recycling**<br><br>**3. Reservoirs/tanks/ bore wells**<br><br>**4. Economical usage/ reduced wastage**<br><br>Answer before DVV Verification : C. Any 2 of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : Input edited as per the supporting documents |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of students on roll year-wise during the last five years..**<br><br>Answer before DVV Verification: |
| 1.3 | **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**<br><br>Answer before DVV Verification: |

For ID 1.1, Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 100 | 100 | 100 | 99 | 99 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 200 | 200 | 200 | 200 | 200 |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 71      | 67      | 68      | 70      | 56      |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 46      | 46      | 46      | 46      | 46      |

| 2.1 | **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** |
|-----|-----|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9148875 | 4116359 | 5947481 | 5794966 | 6016628 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21.44   | 18.66   | 15.96   | 15.13   | 12.45   |