



# **SELF STUDY REPORT**

**FOR**

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

**SANDIPANI ACADEMY**

**PLOT/KHASRA NO.- 259/1, 259/2, 259/3 BILASPUR JANJGIR MAIN ROAD,  
VILLAGE PENDRI  
495551  
sandipanieducation.in**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sandipani Academy, NCTE recognized (2016) and UGC 2f recognized (2023) is a premium institution affiliated to Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur (C.G.). The college was established in 2016 in Bilaspur District. It is named after Rishi Sandipani, guru of Lord Krishna and Sudama with a wish that our students also become like Shri Krishna who reached his true potential only when he learnt from his Guru and also like Sudama for whom knowledge was supreme wealth and possessed a pure heart and a good character.

The foresighted vision of the management is to emphasize the practical application of theoretical knowledge to bring qualitative improvement. The college aims toward providing educational excellence, guidance and counselling for their individual development. Sandipani Academy always tries to nurture the moral and ethical values in students so as to mould them to become responsible citizen of the country. The college provides teaching facilities, organizes co-curricular activities, experiential learning through practical and internship to develop knowledge and skills, positive attitude and values among students. The college management believes in qualitative development and continuous growth and with this belief, provides best infrastructural facility and motivates faculties for upgrading their academic excellence.

The college has excellent academic environment adorned by lush greenery. The infrastructural facilities include Smart class room, ICT enabled class rooms, seminar Hall, multipurpose hall, well equipped laboratories, updated computer & language laboratory, Hostel facility for girls, MI room, vast playground, canteen, mess etc. Library is well equipped with an N-LIST facility (2023) providing remote access to a large variety of e-resources and strives to bring qualitative development in the field of education. From a purely Teacher Education College offering B. Ed. Programme, it has steadily grown into an institution of higher learning over the years. The college was set up with a missionary zeal to impart quality Teacher Education in a backward and interior region and the relentless efforts seem to have fructified with the college.

### **Vision**

We envision being the leading institute of education and providing opportunity to teacher educators for holistic development, so as to produce quality teachers for the nation.

### **Mission**

- Developing collaboration with other institutions and organization for giving the best to our students.
- Promise to provide best infrastructural facilities for qualitative growth.
- Develop democratic environment in the institution.
- Creating an environment to promote research and innovation.
- Promise to give good governance and evaluating the planning and strategies for timely reform.
- Develop policy and strategy for promotion of quality in the institution.

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

### Institutional Strength

- Sandipani Academy has become a self-sufficient and self-reliant institution due to its academic vigor and intellectual resources.
- Adequate infrastructural and instructional facilities are optimally utilized and maintained periodically as per NCTE norms.
- The curriculum includes versatile components that enhance skills.
- The evaluation pattern is periodically updated to assess and monitor students' academic growth.
- Administration is decentralized with effective intra-institutional collaboration.
- The college emphasizes value-based education across all teacher education programs.
- A vibrant environment fosters active teamwork and cooperation among highly qualified and efficient staff.
- Information flows freely, and decisions are made systematically, leading to participative management.
- The college operates transparently, ensuring negligible student grievances, which are addressed systematically if they arise.
- Various enriching certificate and value-added courses are designed by the college.
- The college boasts a robust ICT infrastructure for academics and administration, which is continually upgraded.
- The campus is green and clean, with policies for waste management and eco-friendly practices.
- Sandipani Academy's official YouTube channel has approximately 1 million views and 1.8k subscribers.

### Institutional Weakness

- The college does not offer any postgraduate programs.
- It is not a research center, hindering the development of a robust research culture.
- Being not 12B recognized, the college faces procedural barriers in approving research proposals, despite adhering to official protocols.
- Lack of hostel facilities for boys.
- Inadequate public transportation to the college.

### Institutional Opportunity

- In 2021, the college received "**The Progress Global Award for Excellence in Educational Services**," gaining national recognition.
- The COVID-19 lockdown prompted a shift to online mode, leading to the conduction of more than 20 national-level programs.
- Placement efforts have significantly increased the number of students placed in SAGES, government schools, and reputable public schools. The Placement Cell regularly conducts career counseling and

advises on higher studies and career advancement.

- Positive institutional perception has been built through outreach and extension activities.
- The college's YouTube channel provides a free platform for mass education.
- Collaborations with eminent academic institutions enable faculty-student exchange programs.
- The college promotes harmony and peace through its students, who are groomed to be agents of social development.
- Potential for faculty and student exchange programs via MoUs with other institutions to foster multidisciplinary academic collaborations.
- The college's extensive alumni network enhances learning experiences and strengthens its social capital.
- Strong bonds with nearby villages offer opportunities to expand linkages and enhance innovation and entrepreneurship activities.

### **Institutional Challenge**

- The college follows the curriculum prescribed by Atal Bihari Vajpayee Vishwavidyalaya Bilaspur and must bridge the gap between contemporary student demands by adding relevant value-added courses/programs.
- Many students are from marginalized sections of society and are first-generation learners, posing a significant communication barrier in English.
- Lack of hostel facilities for boys makes accommodating male students from remote areas challenging.
- There is a need to foster high-quality interdisciplinary research.
- Balancing increasing co-curricular and administrative responsibilities with mandatory academic commitments is challenging.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Curriculum Planning**

As an affiliated college of Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, Sandipani Academy strictly adheres to the syllabus set by the university. Annually, timetables are formulated based on the workload guidelines specified in the UGC Regulations. Classes are assigned to teachers considering their specializations and expertise. The college designs its detailed Academic Calendar and timetables within the framework provided by the Directorate of Higher Education Chhattisgarh and the University's Annual Academic Calendar, ensuring smooth and effective operations before the start of each session.

The seamless delivery of the curriculum is facilitated through departmental meetings where detailed lesson plans and appropriate teaching methods for each subject are determined. The college has established a mentor-mentee system to identify advanced and slow learners, fostering peer learning and personalized teacher-student interactions. The IQAC ensures quality enhancement in curriculum delivery by providing valuable inputs.

To improve curriculum planning and implementation, teachers participate in faculty development programs and workshops.

## **Academic Flexibility**

The B.Ed. program offers courses in Perspectives in Education, Curriculum & Pedagogical Studies, and Enhancing Professional Capacities. A variety of elective courses are available for student teachers to choose from.

## **Curriculum Enrichment**

Faculty members conduct continuous internal evaluations of students using innovative teaching methods and techniques. The college offers several value-added courses and personality development programs on contemporary and skill-oriented themes, developed by faculty members in consultation with external experts.

The curriculum is enriched with components that focus on knowledge demonstration and skill enhancement. Knowledge demonstration includes psychological, philosophical and sociological components, while skill enhancement covers microteaching, B.Ed 1st year a 2-week school observation, 2-week internship and 2nd year a 16-week internship. Professional competency development includes communication skills, question bank preparation, content mapping, and integrating technology into the mainstream curriculum, emphasizing a student-centric approach to teaching and learning.

## **Feedback Analysis**

The IQAC has established a continuous feedback system for stakeholders. The feedback is analyzed for curriculum enrichment, and constructive suggestions are incorporated into the curriculum.

## **Teaching-learning and Evaluation**

### **Student Enrollment and Profile**

The college enrolls students according to the approved sanctioned strength and the state government's reservation policies for SC/ST/OBC/EWS and PWD applicants. Enrollment is based on eligibility criteria and norms set by NCTE and CGSCERT through Counseling.

### **Honoring Student Diversity**

Teachers employ various inclusive approaches to address diverse learners' needs. These include mentor-mentee system for slow-advanced learners, classroom activities, remedial classes, and peer learning. Multilingual interactions are practiced for students from vernacular backgrounds.

### **Teaching-Learning Process**

Teachers complement conventional teaching methods with ICT-based techniques and innovative pedagogies such as flipped classrooms, blended learning, real-world applications, discussions. Guest lectures, conferences, seminars, and workshops are organized to provide experiential learning and practical exposure. Micro teaching, as well as 2-week and 16-week internship programs, are effectively implemented.

### **Competency and Skill Development**

Technology integration is a core component of the Teacher Education Programme. Student teachers receive workshop training on e-content development and assessment tools. Periodic field visits are included in the curriculum. Skill development is enhanced through community engagement and outreach activities and inclusive education facilitation.

### **Teacher Profile and Quality**

The college has a hundred percent full-time teachers out of the total sanctioned posts. Teachers are dedicated, and poised for significant academic growth, well-qualified, with commendable teaching and research experience. The institution organizes in-house discussions on current educational developments and issues. Teachers regularly attend Faculty Development Programs and SWAYAM online courses, to update their professional skills. Faculty also engage in research activities, producing quality publications in UGC CARE journals and participating in seminars .

### **Evaluation Process**

The institution follows a Continuous Internal Evaluation (CIE) pattern, ensuring transparency. A mechanism is in place to address student grievances related to the internal evaluation process as needed.

### **Student Performance and Learning Outcomes**

The B.Ed. program has achieved 100% results over the past five years. Student performance is regularly monitored using appropriate assessment strategies. Steps are taken to ensure that Course Learning Outcomes align with Program Learning Outcomes.

### **Student Satisfaction Survey**

Feedback on curriculum and infrastructural facilities is regularly obtained from students. A Student Satisfaction Survey is conducted at the end of the program.

### **Infrastructure and Learning Resources**

#### **Physical Facilities**

The college campus spans 1.21 acres, with a built-up area of 4000 square meters. The remaining space includes a playground, pathways, parking, and gardens. The college features a four-story building, a service block, staff rooms, parking areas, gardens, playgrounds, an underground rainwater harvesting tank, a vermicomposting unit, and solar panels. The college continually upgrades its infrastructure and facilities to enhance the teaching-learning process, including a fully-automated lift.

The college provides modern and functional workspaces to create a vibrant and conducive atmosphere for optimal teaching and learning experiences. Facilities include:

- Adequate number of classrooms
- Meeting Room

- Multipurpose Hall
- Seminar Hall
- ICT Resource Centre
- Language Laboratory
- Learning Resource Centre
- Curriculum Lab
- Placement Cell

### **Sports Facilities**

The college offers facilities for various sports activities, including volleyball, badminton, kabaddi, athletics, baseball, softball and cricket, along with indoor games chess, carom. There is also a well-equipped gym with all necessary facilities and Zumba facilities.

### **Library as a Learning Resource**

The college library is automated with the Integrated Library Management System, SOUL, and subscribes to the N-List. It has a rich collection of the latest text and reference books, educational encyclopedias, yearbooks, e-books, e-journals, and print journals and magazines related to Teacher Education. Additionally, the library offers versatile teaching and learning resources such as question banks and competitive examination materials. It also houses important news clippings about the institution and college publications.

### **ICT Infrastructure**

The college has an adequate number of well-equipped classrooms and a multipurpose hall with built-in ICT and Wi-Fi facilities for various learning activities. Classrooms, computer labs, meeting rooms, and seminar halls are IT-enabled with projectors and screens. The college boasts a well-equipped computer lab with a student-computer ratio of 8:1 and a Language Lab with 10 computers.

### **Maintenance of Campus and Infrastructure**

The institution has a Centralized Maintenance Department responsible for overseeing all assets and facilities. Skilled professionals conduct regular inspections, identify maintenance needs and carry out repairs and improvements as required. They handle regular upgrades, building stability, fire safety compliance with inspection committees, efficient resource allocation and timely maintenance of infrastructure.

### **Student Support and Progression**

#### **Student Support**

Teachers assist students in their academic pursuits through regular tutorials, remedial sessions, and doubt-

clearing sessions conducted in small groups for both slow and advanced learners. The college provides various student support facilities, including vehicle parking, common rooms for boys and girls, recreational facilities, first aid and medical aid, transport, a book bank, safe drinking water, a hostel, a canteen, and sanitary pad vending machines with incinerators.

Students benefit from welfare measures such as State and Central Government scholarships. The college periodically conducts courses to enhance soft skills and life skills,

The Grievance Redressal Committee addresses admission and examination-related grievances. The Anti-Ragging Committee ensures awareness and immediate resolution of issues, while the Discipline Committee handles disciplinary matters. The entire campus is under continuous CCTV surveillance. The Internal Complaints Committee actively prevents sexual harassment and provides a safe interface for complainants.

### **Capability Building and Skill Enhancement Initiatives**

The Placement Cell provides career counseling, while personal counseling is available through mentor-mentee meetings. Special skill enhancement initiatives are conducted during pre- and post-internship sessions to strengthen specific teaching skills through seminars, workshops, and nationally significant programs. Orientation is provided for students on how to communicate with individuals with disabilities, and both students and faculty are involved in e-content development.

### **Student Progression**

The Placement Cell actively helps students secure positions in schools. Many students from the institution have passed exams like CGTET, CTET, NET, SET, and other competitive examinations. A significant number of students pursue higher education after completing their degrees.

### **Student Participation and Activities**

Student teachers have opportunities to organize and participate in cultural programs and sports activities.

#### **Functions of the Student Council:**

- Coordinating the activities of various cells and committees
- Undertaking community activities in neighboring villages under the aegis of NSS.
- Conducting various cultural activities and competitions.

### **Alumni Engagement**

The college has an active and fully functional Alumni Association, registered under the Societies Registration Act, 1860. Periodic meetings are held. Alumni significantly contribute to the institution's academic growth by participating as committee members, serving as resource persons for events and offering financial support.

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

### **Institutional Vision and Leadership**

Sandipani Academy, adhering to UGC and NCTE norms, fosters democratic values, supporting staff and student growth. It emphasizes Ambition, Respect, Service, and Teamwork, with fee concessions and courses promoting inclusivity. The Governing Body and Academic Council ensure policy guidance and quality education..

### **Decentralization and Participative Management**

The institution promotes a decentralized culture, involving faculty in managing duties and decision-making. The admission process and IT support reflect strong leadership and clear role distribution.

### **Transparency in functions.**

The college ensures financial transparency through annual internal and external audits. Academic transparency is maintained by adhering to university guidelines, planning curricula, and conducting regular evaluations. The administration is transparent, with merit-based recruitment and semi-automated library operations.

### **Strategy Development and Deployment**

The college encourages value added courses, self-learning, and internships to fulfill its strategy. MoUs and events support knowledge exchange and holistic development.

### **Functioning**

The college's administration, led by the Principal and Governing Body, adheres to UGC guidelines, with the IQAC enhancing quality. The Finance Committee oversees infrastructure, while staff selection complies with UGC norms. The Academic Council and Administrative Officer manage academic and non-academic functions.

### **Effectiveness of Cells/ Committees**

The college has various cells and committees like IQAC, Curriculum , Grievance Redressal to enhance teacher education, plan curriculum, and oversee administration. Cultural, NSS, and other committees organize programs, rallies, and guidance sessions.

### **Welfare Measures**

The college supports staff development through training programs, professional leave, and financial aid for seminars. Benefits include provident fund, salary increments, home loan assistance, group health insurance and marriage gifts. Health facilities, a green campus, free transport, and regular staff events promote a positive work environment.

### **Performance Appraisal System**

The institution uses an annual Performance-Based Appraisal System (PBAS) for teaching and non-teaching staff, aligning with UGC regulations. It objectively assesses performance, highlights areas for improvement, and informs salary increments, career advancements, and promotions, fostering staff development.

## **Financial Management and Resource Mobilization**

The college conducts annual internal and external financial audits to ensure compliance and transparency. The Accounts Department, led by the AO, handles internal audits, while a Chartered Accountant performs external audits. Budget proposals and expenditures are monitored for adherence to financial discipline.

## **Mobilization of Funds and Utilisation of Resources**

The college mobilizes funds transparently, allocating student fees for essential operations and infrastructure. Audits ensure accountability, and resources are optimally used for educational activities.

## **Internal Quality Assurance System**

The college's IQAC, established in 2019, enhances educational quality through regular reviews, innovative teaching strategies, and various academic and administrative improvements.

The IQAC enhances teaching quality through stakeholder feedback, formative assessments, and faculty development, while supporting ICT use for continuous educational improvement.

## **Incremental Improvements**

The college fosters community collaboration and student-teacher empowerment through ICT integration, aligning with NEP 2020. It offers digital resources, MOOCs, and smart classrooms to enhance teaching and learning experiences.

## **Institutional Values and Best Practices**

### **Energy Policy**

Sandipani Academy is committed to an eco-friendly and energy-efficient campus. It follows a 3R principle (reduce, reuse, recycle), minimizes energy consumption using efficient equipment, maximizes renewable energy use, and promotes energy conservation awareness. An energy policy aims to improve energy efficiency through actions like installing LED lights, solar PV systems, and energy-efficient appliances. Regular energy audits and awareness programs support ongoing improvements, fostering a positive attitude towards environmental protection and resource conservation.

### **Waste Management Policy**

The College's Waste Management program aims to reduce environmental harm by managing waste efficiently and sustainably. The 3R principle (reduce, reuse, recycle) underpins campus initiatives, fostering a green lifestyle. Objectives include compliance with legal waste requirements, promoting environmental consciousness, reducing waste creation, investing in recycling facilities, safeguarding the environment, and advocating comprehensive waste management. The program encompasses solid waste education, paper recycling, food waste disposal, leaf litter recycling, liquid waste management, and e-waste management.

### **Clean & green environment**

Sandipani Academy fosters a clean, green, and pollution-free environment to enhance learning. The campus is eco-friendly, maintained by dedicated staff, and engages the community through awareness programs. Key initiatives include regular cleaning, waste management, sanitation facilities, safe drinking water, a no-plastics policy, environmental education, and green activities like gardening and tree planting. Sustainable practices involve composting, renewable energy, water recycling, and promoting public transport. Regular inspections ensure the campus remains pristine.

### **Leveraging local environment, locational knowledge and resources**

The college leverages local environment and community resources for hands-on learning, integrating environmental and social issues into the curriculum. Initiatives include outreach activities, expert lectures, health checkups, and awareness programs on topics like road safety, drug abuse, and women's health. Collaboration with nearby schools strengthens community ties. Projects on cleanliness, tree plantation, and girl child education enhance students' practical skills. Field trips, cultural programs, and value-added courses further enrich student learning and community engagement.

### **Best Practice 01**

#### **The Awareness Programme for the Community**

Educates and empowers on social, health, and environmental issues through workshops, seminars, and collaborations, leading to improved awareness and participation, despite initial resistance and logistical challenges.

### **Best Practice 02**

#### **Environmental Conservation Activities**

Foster environmental awareness, reduce the institution's carbon footprint, and integrate sustainability into the curriculum through initiatives like tree plantations, clean-up drives, renewable energy projects, and water harvesting, enhancing both academic and community impact.

### **Institutional Distinctiveness**

Our institutional distinctiveness is exemplified through expansion of educational services, career counseling, comprehensive group insurance offerings, prioritizing employee well-being and collective security. This strategic measure fosters unity and mutual support, enhancing financial security and peace of mind, and underscores our commitment to a resilient and cohesive work environment.

### **Research and Outreach Activities**

Research and community engagement are key focus areas of the institution's academic efforts.

### **Resource Mobilization for Research**

The college promotes research by integrating research components into co-curricular activities. Faculty members are encouraged and supported to publish research papers and articles in UGC CARE and peer-

reviewed journals, as well as to organize national seminars and conferences.

### **Research Publications**

Faculty members regularly publish books, edited chapters, research papers, and articles. Many teachers have completed Ph.D. and other higher qualifications, with some supervising doctoral scholars.

### **Outreach Activities**

The college supports its committees, cells, and societies in conducting regular social outreach programs. In alignment with the college's vision, outreach and extension activities are a vital part of the annual calendar. Student volunteers from the National Service Scheme (NSS) actively organize extension activities, awareness campaigns on social issues, and donation drives, particularly aiding those affected by natural calamities and, most recently, the COVID-19 pandemic.

The Outreach Committee is dedicated to promoting education and awareness among the underprivileged.

Some outreach activities conducted by the college include:

- Personality and Vocational Development Programme for children in linkage schools.
- Energy Conservation Awareness Programme.
- Beti Bachao Beti Padhao Campaign.
- Prithvi Bachao Jeevan Bachao Campaign.
- Swachhta Pakhwada.

### **Collaboration and Linkages**

The college has academic MoUs with institutions and organizations to promote research. These MoUs include partnerships with:

- Government Pataleshwar College, Masturi.
- Leela's Foundation for Education and Health.
- Chhattisgarh Shaikshanik Samajik evam Sanskritik Sangathan, Raipur.
- Maulana Azad Shiksha Mahavidyalay, Bilaspur.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANDIPANI ACADEMY
Address	Plot/Khasra No.- 259/1, 259/2, 259/3 Bilaspur Janjgri Main Road ,Village Pindri
City	Masturi
State	Chhattisgarh
Pin	495551
Website	<a href="http://sandipanieducation.in">sandipanieducation.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rita Singh	07752-9098228981	9755152052	-	sandipanibilaspur.n aac@gmail.com
IQAC / CIQA coordinator	Ram Khilaven Sahu	07752-9009466222	8817951424	-	sandipanibilaspur.n aac@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chhattisgarh	Atal Bihari Vajpayee Vishwavidyalaya	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-02-2023	<a href="#">View Document</a>
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	02-05-2016	96	As par the NCTE regulation they are given recognition once at the time of opening new college

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	Plot/Khasra No.- 259/1, 259/2, 259/3 Bilaspur Janjgri Main Road ,Village Pindri	Rural	1.21	4000

## 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,B Ed,	24	Graduation	English,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	0				0				16			
Recruited	0	0	0	0	0	0	0	0	3	13	0	16
Yet to Recruit	0				0				0			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	5	1	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

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

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	10	0	13
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	31	9	0	0	40
	Female	52	8	0	0	60
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	4	2	3	4
	Female	8	4	11	3
	Others	0	0	0	0
ST	Male	6	6	4	5
	Female	11	10	17	12
	Others	0	0	0	0
OBC	Male	4	13	8	0
	Female	7	11	7	5
	Others	0	0	0	0
General	Male	24	24	17	18
	Female	36	30	33	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	99

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>A multidisciplinary and holistic education model is essential, making learning more flexible by easing discipline boundaries. This allows students to study sciences alongside commerce, languages, social sciences, professional skills, soft skills, ethics, and human values. Sandipani Academy, offering a B.Ed. program, adopts this multidisciplinary approach, with courses categorized into core papers, elective papers, teacher enrichment, and contemporary studies, each with specific credit allocations. The B.Ed. program includes experiential learning through internships and field visits. The institution awaits guidelines from the Directorate of Higher Education Chhattisgarh and Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, for</p>
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	implementing multiple entry and exit options. The program includes elective courses that provide students with a multidisciplinary education by allowing them to choose courses from different domains.
2. Academic bank of credits (ABC):	As an affiliated college, Sandipani Academy must adhere to university policies, and no guidelines for an academic bank of credits have been provided yet. The college is eager for the university to implement the ABC system, recognizing a fundamental agreement on its importance.
3. Skill development:	The institute offers dynamic internships and value-added courses to enhance skill development, aligning with the NEP's core principle of empowering graduates. Students are kept up-to-date with current trends in the education sector through ICT-enabled classrooms, smart classrooms, and a language lab. Continuous improvement is emphasized, with life skills programs covering topics like stress management, adjustment, and interview skills. The progress in skill development has been significant.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Efforts to integrate the Indian knowledge system include programs on universal human values and incorporating relevant elements into life skills classes, following university curricula. Future plans depend on stakeholder inputs and faculty expertise. Annual events promote Indian culture beyond just Chhattisgarh.
5. Focus on Outcome based education (OBE):	Sandipani Academy has consistently practiced student-centered outcome-based education since its inception. The teaching-learning process focuses on experiential learning and developing four key abilities: active involvement, reflection on experience, decision-making, and problem-solving. Methods include internships, practicals, field visits, lectures, seminars, tutorials, workshops, project-based learning, technology-enabled learning, internships, and research. The college regularly hosts conferences, seminars, workshops, and life skills programs, facilitating interactions with experts and peers. Examples of participative learning include a language lab for communication skills and Google Classroom for academic discussions and assessments. Assignments are application-oriented, fostering creativity, critical thinking, and problem-solving.

6. Distance education/online education:	As a university-affiliated institution, Sandipani Academy offers only regular, on-campus degree programs, with no online or distance education options. The college embraces digitalization in education, enhancing its ICT infrastructure to meet stakeholders' needs. Facilities include two ICT-enabled classrooms with broadband Wi-Fi, two smart classrooms, and an N-LIST facility in the library. The COVID-19 pandemic prompted a shift to online and blended learning, using platforms like Google Meet, Zoom, Cisco Webex, and WhatsApp. The college effectively utilized online tools during the pandemic, incorporating online admissions, exams, quizzes, webinars, and assignments into a blended learning approach.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
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?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
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.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	NA

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
201	199	200	204	194
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	46	46	46
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	99	100	105	95
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	98	98	105	92
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	99	99
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	14	15	14

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
73.998	53.990	50.743	50.513	51.260

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

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

Response: 25

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Sandipani Academy affiliated to Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur and recognized by NCTE strictly follows the University's syllabus and annual academic calendar adhering to the academic calendar of Directorate of Higher Education, Chhattisgarh .

The College's Academic Committee creates detailed class timetables based on the workload specified in the UGC Regulations 2018. These time tables are sent to Principal with guidelines for class allocation. Principal then assign classes to teachers based on their specializations and send the individual and class time tables back to the Committee for approval. Once finalized, the official timetable is posted on the College website and cannot be altered without the Committee's permission.

The College ensures smooth curriculum delivery through meetings that plan detailed lesson plans, teaching plans and identify suitable teaching methods for each topic. Traditional chalk and board methods are combined with group discussions, quiz competition, CT-based methods like flipped classrooms and blended learning. Internships, observation, micro teaching are encouraged to support student-centered learning. The institution has developed a structured and effective implementation of the curriculum along with the vision and mission of our college. Periodic meeting are held to discuss about planning of upcoming events, co-curricular activities, program and cultural activities. Special lectures, communication and writing skills workshops, seminars and panel discussions are organized to expose students to the latest curriculum-related research, in both online and offline modes. At the commencement of the session, an induction program is organized for each course. The teacher maintain daily dairy in which teachers maintain plan of their instructional activities on daily basis.

Teaching aids using local available resources are made by student teachers to make their lesson plan easy to describe and it also helps students in their school teaching program. Regular practical classes to provide aspiring teachers with the opportunity to develop their teaching skill build confidence, receive feedback, reflect on their practice and foster professionalism. The progress of teaching-learning is periodically discussed in a meeting called by the Principal.

A Value added course on English communication is offered to enhance students' verbal, non-verbal, and written language skills. Faculty members also schedule extra tutorial and remedial classes, dividing students into smaller groups for more personalized attention based on their needs.

Additionally, the College has a mentor-mentee system and identifies advanced and slow learners to promote peer learning and personalized teacher-student interactions. Continuous evaluation through presentations, group discussions, assignments, research projects, unit tests and model exam helps assess

student learning and identify gaps before the final exams. The Library provides study materials for every subject, both offline and online, ensuring a rich curriculum delivery.

The College's Internal Quality Assurance Cell (IQAC) manages a Feedback System and conducts regular internal and external Academic Audits. These audits involve systematic maintenance and evaluation of all pertinent documents. To enhance curriculum planning and implementation, teachers take part in faculty development programs and workshops.

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

### 1.1.2

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

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

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

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

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

### 1.1.3

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

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

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

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

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

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

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

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

### 1.2.2

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

**Response:** 0.6

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

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

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

### 1.2.3

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

**Response:** 41.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	0	138	129	0

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

### 1.2.4

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

through

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

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

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

### 1.2.5

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

**Response:** 3.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	0	0	0	0

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### **Response:**

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation programmes are conducted for the newly admitted students in which they are made aware about the PLOs, CLOs, Vision, Mission and Objectives of B .Ed programme before regular classes start. Mandatory library visits are included to help students familiarize themselves with available print and electronic resources. Additionally, they are introduced to the institution's culture, rules, and regulations.

#### **Development of Teaching Skills and Knowledge**

The institution ensures students acquire the necessary knowledge and skills for different levels of school education through innovative methods and hands-on experiences such as internships, micro teaching, community engagements, field trips, and lab work. Faculty employ various strategies like the use of smart classes, demonstrations, seminars, brainstorming sessions, group discussions, PowerPoint presentations. The syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher education this all is oriented to them by the Principal of the college. In the same direction numbers of expert talks are arranged for the students and the resource persons are invited from the field of teacher education like Principals of different schools, members of different eminent organizations, who make the students aware about the field of teacher education by talking on different topics related to teaching profession. Alongside the curriculum provided by the affiliating university, value-added courses are offered to meet the specific needs of schools.

#### **Application of Acquired Competencies**

Acquired knowledge is put to use for societal benefit through theoretical and practical teaching practices, including micro and macro teaching sessions. During school internships and field engagement activities,

students practice their acquired competencies. Opportunities are provided for students to apply their knowledge in real-life situations through teamwork in outreach and extension activities and participation in various competitions

### **Development of Emotional Intelligence and Critical Skills**

After theoretical instruction, the focus shifts to developing students' skills and competencies through EPCs. In addition to teaching competencies, students are given opportunities to develop skills related to different aspects of their personalities, aiding their navigation of various environments. Peer guidance and tutoring promote collaboration. Celebrating significant events and National days encourages teamwork with peers, teachers, and local organizations. The college also facilitates the development of emotional intelligence, critical thinking, negotiation, and communication skills through seminars, workshops, and value-added courses.

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

### **1.3.2**

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

#### **Response:**

Students are introduced to the diverse aspects of the Indian school system through both theoretical (as outlined in the syllabus) and practical approaches, including the curriculum, school internships, school observation and field engagements in schools allotted by the District Education officer in which students observe the working and pattern of the school by experiencing. Through various field engagement activities conducted in their assigned schools, students gain an understanding of school operations. As part of their internships, they observe and create profiles of schools, detailing the functioning of the respective Boards of affiliation and recognition. B.Ed. program students develop school profiles focusing on stage-specific specializations according to their curriculum.

Every year during the induction session before the start of the internship program, B.Ed. students are familiarized with the school system. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

Students are instructed to observe both Government and Private ,Middle and Secondary schools in rural and urban settings closely. Students analyze and study the admission policies, infrastructure facilities, evaluation policies, teaching practices, and roles and responsibilities of various staff members. They observe and understand the functional differences among schools, which helps broaden their knowledge. During the internship program, students become familiar with the assessment systems in place at the schools. They also examine the evaluation policies of Chhattisgarh government and private schools in different areas and for different boards.

Schools meticulously follow the norms and standards set by different Boards. Observing and practicing these standards helps students understand the diversity in the school education system. Teacher trainees are given ample opportunities to absorb these standards to meet the diverse needs of students and ensure maximum learning for their holistic development. There are some variations in admission procedures, curriculum delivery, and assessment systems across different State Boards, Central Board and ICSE Board.

With advancements in technology, we ensure that our students visit these schools during their field engagements and internships to learn about their functioning, curriculum delivery, assessment systems, norms and standards, and other pedagogical strategies. They create profiles of these schools from a comparative perspective.

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

### 1.3.3

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

**Response:**

The designed curriculum helps students to understand the interconnectedness of various learning engagements The college provides and strengthen theoretical, pedagogical and practical skills of the pupil teacher.

The college organizes orientation program for the pupil teachers in which they are given depth inputs about preparation of lesson plan, micro teaching, formulation of objectives, teaching maxims, techniques, approaches, types of methods etc. so that they can relate theory into practice in actual class room setting.

Internship program comprising of school observation & school teaching is a vital component of the students curriculum in which students are allotted schools for school observation & school teaching program of one and four month respectively. The program provides both theoretical and practical understanding of the teaching profession through practice at both micro and macro levels. Initially, students are introduced to the theoretical and practical aspects of micro teaching and its associated skills. They are then given opportunities to practice and master these micro teaching skills according to their curriculum. Once proficient in micro teaching, students undertake an internship program in schools allotted, as outlined in the syllabus, to gain in-depth professional understanding. During their internships, interns apply their knowledge to different subjects, aiming to maximize the learning outcomes for the students in their assigned schools. On the first day of their internship, interns receive the school's timetable. Using this schedule, they plan their lessons, integrating the professional knowledge gained in college through various teaching strategies and activities. Each lesson incorporates numerous audiovisual aids to accommodate classroom diversity. Interns prepare various types of lesson plans (such as Herbertian, Blooms, model-based, ICT-based, value-based, and constructivist approach-based) and teach accordingly. They aim to enhance students' understanding of both theoretical and practical aspects of the subject matter using different teaching strategies. Approaches like cooperative learning, peer tutoring, and experiential learning help instill values such as cooperation, sharing, responsibility, sympathy, and societal respect while also clarifying concepts. Strategies are tailored to the needs of the learners and the topics being taught.

Interns are encouraged to identify struggling students and provide remedial teaching, ensuring these students can keep up with their peers. This teaching practice enhances both skill improvement and development, offering hands-on experience in the profession. Interns engage in the entire school system, participating in activities like morning assemblies, celebrations of important days, and school functions. They not only consolidate their curricular experiences but also gain co-curricular experiences. Additionally, interns apply their knowledge in tasks such as maintaining result records, attendance registers, admission registers, and stock registers. They construct and administer achievement tests in their specific subjects. Through these activities, interns perform their duties and develop a deep respect for the teaching profession.

These Programs are of one and four months. The objective of school internship is not only to prepare and deliver lesson plan of lessons in particular subject but also to help the student teachers to work with the whole school to understand its various aspects along with children's classroom process. This entire school experience program has been designed and developed with this thought in mind. Student teacher experience during school internship helps them to understand the overall functioning of school and prepare them for future.

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

## 1.4 Feedback System

**1.4.1**

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

**Structured feedback is obtained from**

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

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

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

**1.4.2**

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 99.6

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

#### 2.1.2

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

**Response:** 76.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	33	41	29	37

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

**2.1.3****Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0.4**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

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

**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:**

Students are admitted based on merit through a counseling process managed by CGSCERT, following the successful completion of the Pre B.Ed. entrance exam conducted by CGVYAPAM. The entry-level assessment process is essential for identifying the diverse learning needs of student teachers and evaluating their readiness for a professional education program. These student-teachers come from various backgrounds and educational standards. To familiarize new students with the college's code of conduct, vision, mission, and objectives, and to provide relevant academic and professional support, Induction Program and Orientation Program are conducted. These programs facilitate assessment of the following skills at the entry level:

**Teaching Aptitude** : Evaluates the potential of aspiring teachers to effectively impart knowledge, information, or skills, reflecting their suitability and readiness for the teaching profession. This aids in planning Micro-teaching sessions and Internship orientation.

**Communication Skills** : Measures confidence and proficiency in verbal and written communication, which are essential for effective teaching and classroom communication.

**ICT Acquaintance** : Assesses the level of familiarity with ICT skills through web-based activities among new students.

**Leadership Skills** : Evaluates the potential to guide and inspire students, fostering leadership qualities.

**Value Disposition** : Examines the alignment of personal values with ethical principles and educational goals.

**Pedagogical Knowledge** : Assesses understanding of teaching methods, techniques, approach, maxims, curriculum design, and classroom management strategies, ensuring that prospective educators possess the necessary pedagogical skills to succeed in the teaching profession.

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

### 2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**

**4. Learning Enhancement / Enrichment inputs****5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

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

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

**2.2.3**

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

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

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

**2.2.4**

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

**Response:** 25.13

**2.2.4.1 Number of mentors in the Institution**

**Response:** 8

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### Response:

The aim and goal of our college positive and clear it always tries to meet the students realize they have internal and external capabilities so various process methods and techniques and make them is killed and competent in that field as per their capabilities.

TEI observe multiple mode approach to teaching - learning

#### The teachers adopted--

1. Experiential learning
2. Participative learning
3. Problem solving methodologies
4. Brainstorming
5. Focus group discussion
6. online mode

**Experiential learning** - Experiential learning requires active participation of students as well as the teacher who acts as a facilitator in the learning process. In this, learning is done by doing it yourself in which learners learn by experiencing it themselves through school, internship, community work, educational tour, micro, teaching, tlm etc.

**Participating learning** - participating learning is a student Central learning and their are many activities below the student interest student presentation smart classroom session guest lecture workshop and seminar project work

**Problem solving Methodologies** - It is the process of identifying an existing problem, determining the root cause or causes of the problem, deciding the best course of action to solve the problem, and then finally implementing it to solve the problem. Problem solving solving method in participatory teaching, teachers organise many activities for the student in which students participate with great interest. activities like quiz competition debate

**Brainstorming** - is a technique that focuses on enhancing the process of generating ideas and promoting creativity among individuals. One of the main goals of brainstorming is to encourage the free flow of ideas without judgment or criticism. For this, some such activities are done in brainstorming in Mahavidyalaya in which they can learn by using the brain more.

**Focus group Discussion** - The trainees are asked to discuss recent policies in which the students are face to face with each other and are free to express their views. Group discussions are also included in this.

**Online mode** - The students are able to learn a lot through the online mode. A WhatsApp group of all the students is created by the college in which pdf of the topics of the lecture classes is shared with them, which makes it easier for them to know any topic.

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

### 2.3.2

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

**Response:** 98.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	15	14

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

**2.3.3**

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

**Response:** 99.5

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

Response: 200

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

**2.3.4**

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

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

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

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

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

Teachers at Sandipani Academy provide constant mentoring to foster students' professional attributes, offering personalized guidance to nurture skills, ethics, and values, thus ensuring their development into competent and ethical professionals in their fields.

**Engaging in Collective Teamwork**

Student-teachers receive mentoring while working in teams, promoting teamwork, collaborative learning, social responsibility, and holistic development. Activities include:

- Conducting morning assembly sessions
- Celebrating national important days
- Participating in Swachh Bharat and Swachh Vidyalaya initiatives
- Organizing exhibitions
- Conducting free coaching classes for underprivileged school students

Additionally, student-teachers work in teams during curricular activities like microteaching and internships.

**Addressing Student Diversity**

Faculty mentoring offers personalized support, academic guidance, and inclusion strategies to effectively address student diversity across various disciplines. Strategies include:

- Initiating a Student Induction Programme
- Conducting entry-level assessments
- Promoting effective communication with differently-abled individuals
- Encouraging participation in Sports Day for inclusivity
- Raising awareness on inclusive classrooms
- Facilitating mentor-mentee meetings
- Identifying slow and advanced learners.

- Conducting remedial classes.

These activities ensure holistic development and equitable learning opportunities for all students.

### **Professional Conduct with Colleagues and Authorities**

Professional conduct with colleagues and authorities is vital in any educational setting. Sandipani Academy promotes character building and holistic education, with mentoring encouraging high standards of discipline and dignified behavior inside and outside the college campus.

### **Balancing Home and Work Stress**

Faculty mentoring supports well-being initiatives, offering personalized guidance to student-teachers for stress management and holistic well-being. Activities include:

- Faculty Development Program on "Managing Inner Harmony for Better Teaching - Learning".
- Faculty Development Program on "Unlock Your Mind and Add Colour to Your Life".
- Offering a Value added course on "Yoga".
- Seminar conducted on "Importance of Yoga in Present Scenario".
- Conducting Zumba sessions.

These initiatives promote physical and mental health, equipping student-teachers with tools to manage stress and maintain overall well-being effectively.

### **Staying Updated with Advancements**

The college employs mentor-driven initiatives to keep student-teachers informed about educational and life advancements. Programs include:

- Teacher preparatory free coaching classes in summer (pre.B.Ed./ Pre D.El.Ed./ Pre B.Sc.B.Ed./ Pre B.A.B.Ed.)
- Faculty Development Program on "Professional Ethics and Communication Skills"
- Faculty Development Program on "E - learning in Global Scenario".
- Participation in national conferences on the National Education Policy (NEP-2020)
- Conduction of Career guidance programs , Career Development Program and online Career Counseling Camp.
- Workshops on e-content development

These initiatives ensure a holistic learning experience for student-teachers, keeping them current with

recent developments in education and life..

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

### 2.3.6

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

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

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

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

### 2.3.7

**Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,**

**empathy, life skills etc. among students..**

**Response:**

Continual mentoring by teachers plays a crucial role in nurturing professional attributes in students. This ongoing guidance helps students develop essential skills such as critical thinking, problem-solving, and effective communication. It also fosters a growth mindset, encouraging students to embrace challenges and learn from feedback.

All the teachers are mentors. Mentoring is provided in various forms, including one-on-one sessions, group discussions, and even informal interactions, to nurture the following attributes.

**Intellectual and Creative Thinking Skills**

The college boasts state-of-the-art ICT facilities including an ICT lab, smart classrooms, project rooms, and a library with N LIST access, all designed to enhance students' ICT skills and competencies. The curriculum lab enables student-teachers to create digital lesson plans, modules, and e-content materials. To foster cognitive development, the college organizes regular quizzes, debates on concurrent topics like "NEP- 2020", "social media" , extemporaneous speaking, and group discussions, particularly on National Science Day and National Constitution Day. Additionally, an annual TLM and Science Exhibition serves as a community-linked socio-cultural event. This year, the exhibition titled '**Active Learning Methodology**' showcased various 21st-century learning strategies such as think-pair-share, flipped classrooms, and concept mapping.

**Innovativeness**

Innovativeness mirrors from the various co curricular activities like "Matka painting, painting competition, rangoli" etc.

**Developing Life Skills**

To ensure a balanced teaching-learning process, life skills programs are held on Saturdays covering topics like "Building Positive Relationships," interview skills, and moral development.

- **Communication Skills**

English language classes and a Value-Added Course on spoken English enhance students' proficiency in expressing ideas, understanding others, and engaging in clear communication.

- **Leadership Skills**

Leadership programs, such as organizing NSS camps in villages, empower students to lead, inspire, and motivate others, fostering effective teamwork and decision-making.

- **Organizing Skills**

Student-teachers are guided in planning, coordinating, and managing tasks and events efficiently. A life skills program on "**Adjustment**" addresses the significant challenges faced by today's youth.

- **Common Prayer During Assembly**

Human values and self-understanding are promoted through reflections on life skills and the teachings of great philosophers during common prayers in assembly.

- **Cleanliness**

Swachh Bharat and Swachhta Pakhwada Abhiyan activities ensure cleanliness around the campus, promoting a hygienic and organized environment.

### **Commitment towards Sustainable Environment**

Environmental awareness programs, including rallies and street plays, are organized under the NSS. An annual bicycle campaign encourages both student-teachers and staff to use bicycles.

### **Nurturing Empathy among Students**

- The college conducted a training and awareness program at a blind and deaf school for enabling student-teachers to understand and empathize with the challenges faced by visually impaired individuals.
- Free oxygen cylinder and masks distribution during COVID period.
- Free homeopathic medicine distribution in local community.

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

## **2.4 Competency and Skill Development**

### **2.4.1**

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**

**8.Facilitating Inclusive Education****9.Preparing Individualized Educational Plan(IEP)****Response:** C. Any 4 or 5 of the above

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

**2.4.2**

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

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

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

### 2.4.3

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

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

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

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

### 2.4.4

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

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

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

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

#### 2.4.5

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

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

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

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

#### 2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

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

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

#### 2.4.7

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

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

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

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

#### 2.4.8

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

**Response:**

A systematic and well-prepared plan ensures that interns maximize their experience. It sets clear goals, expectations, and outcomes for both the interns and the organization.

### **Selection/Identification of Schools for Internship: Participative/On Request**

The institution follows NCTE and university guidelines for organizing a 4-week School Observation internship for first-year B.Ed students and a 16-week internship for second-year students. After approval from the District Educational Officer (DEO), student-teachers are assigned to Government, Government-Aided, and Private schools. The DEO's allocation order, shared with school principals by faculty, details student information and required activities/records.

### **Orientation for School Principals/Teachers**

Faculty members provide orientation on internship practices to school headmasters. Teacher-educators visit internship schools to coordinate student-teacher assignments, guide teacher assignments, and prepare intensive practice schedules. Discussions include student-teacher responsibilities, record-keeping, and mentor observation visits.

### **Orientation for Student-Teachers**

The college conducts a 10-12-days orientation program every year to acquaint student-teachers with the School Internship program. The Principal and faculty explain the teaching aspects of the internship. Student-teachers learn about internship principles, assigned schools, local context, school dynamics, and expectations. Emphasis is placed on self-discipline, responsibility, dedication, sacrifice, and commitment to pupil welfare. Subject-specific faculty guide students on required records and activities.

### **Defining Roles of College Teachers**

Before internship placements, pedagogy teachers train student-teachers in micro-teaching skills, lesson planning, and teaching aid preparation. They demonstrate various teaching techniques and guide students on topic selection, objective setting, instructional methods, classroom management, and assessment strategies. Active participation in school activities is encouraged. Teacher Supervisors visit internship schools regularly to observe and analyze teaching performance, providing guidance for improvement.

### **Streamlining Modes of Student Performance Assessment**

Faculty ensure student-teachers understand various assessment techniques. Student-teachers are assessed through reflective diaries, peer feedback, mentor feedback, and school principals' evaluations.

### **Performance Evaluation by Head of School**

The school head monitors the overall behavior and conduct of student-teachers during the practice teaching program and provides feedback. Their teaching performance is assessed objectively, and this evaluation is given due importance. Student-teachers prepare and administer achievement tests, analyze data, and draw inferences to refine their instructional strategies.

### **Exposure to Various School Setups**

The college provides a diverse and enriching learning experience for student-teachers during internships. The internship includes participation in morning assemblies, observation, teaching practice, evaluation processes, and resource utilization. Student-teachers engage in fine arts, cultural events, sports, smart

classrooms, and subject-specific laboratories. They also participate in issuing transfer certificates, admission processes, data entry, library use, and event organization. Peer observation, interaction with fellow interns, and record-keeping contribute to their holistic development, ensuring a well-rounded teaching experience.

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

### 2.4.9

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

**Response:** 12.63

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

Response: 8

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

### 2.4.10

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**

- 7.Organizing academic and cultural events**
- 8.Maintaining documents**
- 9.Administrative responsibilities- experience/exposure**
- 10.Preparation of progress reports**

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

<b>File Description</b>	<b>Document</b>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.11**

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

##### **Response:**

To ensure that student teachers gain the necessary skills and experiences, the college has established a robust monitoring mechanism for internship programme.

The college has implemented a comprehensive framework of monitoring mechanisms to guarantee the success and growth of its internship program. These measures are designed to provide a holistic evaluation of student teachers' progress throughout this critical period:

##### **Evaluation Proforma by Teacher Educator**

A structured evaluation proforma is central to the monitoring process. This tool offers a detailed assessment framework, examining various aspects of student teachers' development. It evaluates their professional knowledge, instructional practices, effectiveness in delivering instruction, ability to create a conducive learning environment, and personal attributes. This thorough evaluation tracks their educational journey and offers valuable insights into their teaching potential.

##### **Comprehensive appraisal by the supervisor /Mentor**

Mentors are appointed by the institution for each school that visit the school during internship and do a comprehensive assessment of each student. They meet the principal and teachers there and discuss about their classroom teaching, their efficiency, the activities done by them, continuity of the class, etc. They visit the classrooms and observe them.

##### **Mentor Feedback Proforma**

Mentors play a crucial role in the development of student teachers. The Mentor Feedback Proforma facilitates this process. Mentors provide feedback after each lesson and monitor progress at every stage.

Student teachers are also required to observe fifteen lessons from mentor teachers, other school teachers, and peers. This structured feedback ensures focused and tailored guidance for each student's growth.

### Practice Teaching Assessment

The assessment process covers various factors, including the quality of evaluations, thoroughness of lesson notes, relevance of instructional content, efficacy of classroom activities, integration of prior knowledge, use of teaching aids, effective teacher persona, subject expertise, and classroom management skills. This comprehensive evaluation aims to assess and improve teaching competency.

### Peer Feedback Evaluation

Peer assessment adds a collaborative element to the monitoring process. Student teachers evaluate each other's interpersonal skills, teamwork, communication, effective use of teaching aids, and overall personality. This peer-based approach fosters mutual learning and provides constructive feedback, enhancing the collective growth of all participants.

By implementing these detailed monitoring mechanisms, the institution ensures a thorough evaluation of student teachers' performance during their internship. This feedback-driven approach enables the institution to continually refine its teaching strategies, thereby nurturing the development of future educators.

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

#### 2.4.12

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

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

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

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

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

**2.4.13**

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

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

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

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

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:** 93.75

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 13.33**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 2

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

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 6.52**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 104.3

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

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

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

**Response:**

Teachers engage in various activities to maintain their professional knowledge and skills, which are crucial for delivering quality education and adapting to the evolving demands of the teaching profession. The college prioritizes fostering continuous growth and ensuring faculty remain current in educational practices. To facilitate this, the college organizes regular in-house discussions on current developments and issues in education, serving as a platform for intellectual exchange, idea sharing, and collaborative problem-solving among faculty members.

**Here are a few key initiatives:**

- 1. Workshop on Outcome-Based Education (OBE):** These workshops provide insights into designing and implementing OBE strategies, equipping faculty with tools to align curriculum design, teaching methods, and assessment practices with desired learning outcomes. This ensures that students receive a holistic and skill-oriented education.
- 2. Two-Day Workshop on Research Methodology:** To encourage faculty to undertake research, the college conducts seminars focused on writing research proposals and quality research papers, enabling them to significantly contribute to their specialization through research.
- 3. Faculty Development Program on Outbound Learning:** This program aims to enhance faculty's professional skills and knowledge.
- 4. Workshop on Effective Communication:** These workshops enhance skills in scholarly communication, covering aspects such as publishing in reputable journals, presenting at conferences, and engaging with peers through academic discourse.
- 5. Sharing Information with Colleagues and Other Institutions:**
  - FDP on Digital Education Tools for School Teachers: Faculty Development Programs aimed at equipping school teachers with digital education tools and techniques.
  - FDP on Managing Inner Harmony for Better Teaching and Creative Thinking Skills: Programs that empower educators with innovative teaching strategies and foster holistic student development.
  - Seminar on Best Practices for Quality Management: A seminar focusing on effective quality management practices in education.
  - Teachers' Orientation: An annual event to update knowledge and promote professional networking among teachers, covering topics such as Professional Ethics, Contemporary Teaching Styles, and Human Values.
  - Professional and Personality Development Program: Organized to keep teachers abreast with current scenarios in teacher education.

**6. Collaborative Learning:** Teachers collaborate with peers, sharing insights and best practices to enhance their teaching methods.

**7. Research and Reading:** By keeping up with academic journals in the library and N-LIST facility, teachers stay current with new information and theories.

**8. Networking:** Engaging with professional networks and educational forums, both online and offline, provides a platform for exchanging ideas and resources.

**9. Policy Updates:** Staying informed about changes in educational policies, standards, and regulations ensures that teachers can align their practices with current requirements.

By providing these initiatives, the college creates an environment where faculty can engage in continuous learning and development, positively impacting the quality of education students receives.

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

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Following the guidelines of the Directorate of Higher Education Chhattisgarh and Atal Bihari Vajpayee Vishwavidyalaya Bilaspur, the college systematically implements Continuous Internal Assessment through unit tests, class tests, assignments, Practicals, and a Model Examination for both programs. This is done to improve student performance and attendance in the classroom. According to the university's scheme, most core and pedagogy papers have an internal assessment worth 20 marks out of 100, with the term-end external examination accounting for 80 marks each year. The 20 marks for internal assessment are divided among assignments, unit tests, and attendance as mandated by the university. Unit tests are conducted for 20 marks each, assignments have a weightage of 10 marks, and the Model Examination is held for 80 marks, similar to the university exam. All these marks are converted to a 30-mark scale (Terminal Exam).

The internal assessment scheme is communicated to students via the College Prospectus. Students are informed about the internal assessment schedule and evaluation parameters for different papers by their subject teachers at least 2-3 weeks in advance. Internal assessments are distributed throughout the year to ensure continuous evaluation and generally include class presentations, projects, assignments, viva, group discussions, field work, class tests, and practical tests. Teachers prepare an assessment rubric for

each internal assessment component and guide students accordingly. For instance, in presentations, criteria such as content, communication, confidence, and clarity of concept are used. The marks obtained by students are shared with them in class and through other means such as Google Classroom, WhatsApp, and the College Website.

All test papers and answer scripts, along with the list of marks, are maintained by the respective faculty members for records. Feedback and performance remarks are shared with students, who are also advised on how to improve in external examinations. Students participating in sports, N.S.S., and other extracurricular activities are given additional time for submitting assignments and projects and receive attendance credit for missed classes. In exceptional cases, students may be assessed through alternative methods. Internal examination-related grievances are addressed promptly and efficiently. The IT Department collects internal assessment marks from teachers and forwards them to the University Examination Department annually.

During the Covid-19 pandemic, internal assessments were assigned and received online through platforms like Google Classroom, Zoom, WhatsApp, and email, with marks also shared online with students.

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

## 2.6.2

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

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

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

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

### 2.6.3

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

##### **Response:**

The institution has established a systematic process to address examination-related grievances. An Examination Committee and a Grievance Redressal Cell are formed to handle issues related to both internal and external exams. Students are advised to submit their grievances in writing to the Principal. These grievances can include printing errors in admit cards or marksheets, incorrect subjects listed, or instances where a student is marked absent despite taking the exam. All such grievances are resolved with the advice of the Principal, the Controller of Examinations, and the Coordinators of the Examination and Grievance Redressal Cell.

This mechanism covers all aspects of exams, from internal assessments to final examinations. The institution prioritizes transparency, timeliness, and efficiency in the grievance redressal process. This approach ensures that examination-related concerns are handled clearly, within designated timeframes, and effectively, guaranteeing fairness and addressing student needs.

At the start of each academic year, an orientation session on examination-related issues and procedures is conducted during the Student Induction Programmes. This orientation helps students understand how to address concerns regarding internal exams and underscores the institution's commitment to providing a clear framework for resolving issues, fostering a supportive learning environment.

After internal assessments, students receive their corrected answer scripts and are encouraged to seek clarification on any doubts regarding the corrections. Teachers are available to provide explanations and address these doubts, ensuring that students understand their mistakes and the grading process. This practice promotes transparency, fosters a learning dialogue, and helps students grasp concepts better.

In cases of genuine reasons, students who could not take the model examinations are given opportunities to appear for re-examinations conducted soon after the scheduled exams. There are also provisions for

reevaluation, retotaling, and obtaining photocopies of the answer scripts.

In case of internal grievances that are usually related to the dissatisfaction in the evaluation in internal exams the authorised faculty takes required major to satisfy the student query.

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

#### 2.6.4

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

##### **Response:**

Before the academic year begins, the institution prepares and publishes an 'Academic Calendar' that includes relevant information regarding the teaching-learning schedule (working days), various co-curricular and extracurricular activities, dates of internal examinations, semester examinations, and more. This calendar helps teachers stay informed about all activities related to the continuous internal evaluation process. It is also published on the college website and displayed prominently on campus.

The institution meticulously adheres to the academic calendar for conducting internal evaluations, with each examination carefully planned in accordance with NCTE norms to ensure alignment with the calendar. A proactive approach is taken to disseminate information to students. Examination dates are included in the academic calendar, which serves as a foundational reference for all academic activities. The schedule of activities such as theory classes, internal and external examinations, practicals, and internships is incorporated into the calendar after thorough discussions with faculty members during staff council meetings and with the Curriculum Planning and Adoption Committee.

Every component of internal evaluation included in the academic calendar is executed on time. The institution uses multiple communication channels, such as notice boards and the institution's website, to inform students. This systematic approach ensures that students receive timely and consistent information about examination schedules. Activities scheduled in the academic calendar are neither canceled nor postponed unless directed by the government or due to unforeseen circumstances.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

The College employs a structured method to fulfill the Program Learning Outcomes (PLOs) through different elements within the curriculum. The programme learning outcomes for both the program and courses learning outcomes are based on the course type and subject matter. Student's choice, guided by the outlined learning outcomes, contributes to a comprehensive grasp of the course, thus enhancing the educational experience. Additionally, each syllabus includes some universal learning outcomes.

Students are motivated and instructed to grasp and internalize the course objectives. The PLOs and Course Learning Outcomes (CLOs) for each subject are detailed in the syllabus and accessible on the college's website. Students become acquainted with these outcomes via workshops, induction, and orientation programmes. Teachers individually inform students about the paper's learning outcomes at the start and end of the term, with the entire teaching approach aimed at achieving these outcomes.

Moreover, students learn about the course outcomes not just in lectures but also by engaging in co-curricular and extracurricular activities. The curriculum merges theoretical classes, practical work, enrichment courses, independent study, and co-curricular activities, all aligned with the CLOs. This integration ensures that students develop a robust theoretical base, practical teaching skills, and the versatility needed for various roles in educational settings. This comprehensive strategy is key in developing well-rounded, competent educators ready to address the profession's challenges and make a positive impact in education.

The institution's teaching and learning processes are in sync with the established PLOs and CLOs. For instance, there is a focus on professional development activities that correspond with the PLOs and CLOs. Such activities include microteaching, intensive internships, and diverse classroom teaching methods, preparing future educators to meet high standards and grow into effective, adaptable teachers.

Furthermore, the curriculum intertwines technical skill enhancement with the PLOs and CLOs. Student-teachers are methodically introduced to various ICT tools, which are integrated into the teaching, learning, and assessment processes.

The curriculum also aims to instill social values in student-teachers through various community outreach activities, creating a strong bond between the institution and society. These activities are carefully

planned to align with the PLOs and CLOs, ensuring that our prospective educators are equipped with necessary skills and knowledge, as well as a profound comprehension of their role in fostering a more empathetic and involved society.

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

## 2.7.2

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

**Response:** 98

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	98	98	105	92

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

## 2.7.3

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

**Response:**

Sandipani Academy prioritizes the scholarly growth of its student educators. The curriculum, devised by Atal Bihari Vajpayee Vishwavidyalaya in Bilaspur, embeds the Programme Learning Outcomes (PLOs)

and Course Learning Outcomes (CLOs) into its structure. Faculty members are deeply involved in various academic activities such as seminars, Faculty Development Programs (FDPs), workshops, and curriculum discussions at the university level to deliberate on PLOs and CLOs and utilize a variety of approaches and techniques, including tutorials, remedial classes, and a mentorship system to support both slow and advanced students in achieving the PLOs and CLOs.

Student evaluations at the college cover cognitive, emotional, and physical skill areas, offering a thorough assessment of their advancement. Regular internal assessments, practice exams, and other evaluative measures gauge their accomplishments in these areas. Additionally, the college aligns learning activities with PLOs and CLOs to monitor the evolution of professional traits.

Beyond routine evaluations, the college has instituted a unique Students' Performance Assessment system. This technique evaluates students' understanding, practical application of knowledge, and competencies relative to defined Learning Objectives (LOs). Through varied performance-based tasks, students not only improve their educational journey but also demonstrate their proficiency, bridging the gap between theoretical learning and practical application.

The Students' Performance Assessment is carried for both the first and second-year student . This structured review tracks their continuous development and the effective application of academic concepts in real-world teaching environments. It strengthens their learning and fosters essential teaching skills.

Evaluation criteria include:

1. Academic involvement
2. Utilization of the library
3. Engagement in community service
4. Fulfillment of additional duties
5. Independent study courses
6. Active participation and presentations in seminars

The college's assessment strategy is comprehensive, employing various techniques to not only track academic progress but also cultivate the competencies vital for proficient teaching. By merging theoretical knowledge with practical application and concentrating on cognitive, emotional, and physical skill domains, the college aims to shape educators who are not only well-informed but also skilled in implementing their knowledge in actual classroom settings.

The continuous internal evaluation and term end exam performances in both theoretical and practical aspects are meticulously graded and recorded in the students' academic records.

The Internal Quality Assurance Cell (IQAC) routinely examines the PLOs and CLOs as part of both internal and external academic reviews. The IQAC assists teachers in aligning objectives with outcomes to evaluate and record their achievement. The emphasis on PLOs and CLOs continued even with the shift to online classes, with various digital activities like discussions, guest lectures, webinars, e-resources,

quizzes, and online evaluations conducted on Google Meet, ensuring the college objectives are met.

Student performance in university and internal exams serves as a measure of outcome assessment. Both summative and formative methods are employed to achieve the desired learning outcomes.

Over time, the institution has shown consistent student advancement, with a notable increase in the number of students graduating with higher grades. This trend is an indicator of the college's success in effectively delivering PLOs and CLOs.

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

#### 2.7.4

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

**Response:** 99.01

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

Response: 100

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

#### 2.7.5

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

**Response:**

Evaluating student performance through various assessment tasks provides insights into how well they respond to their initial learning needs. For aspiring educators, a comprehensive approach involves both entry-level and exit-level assessments, enabling a thorough analysis of their progress. These assessments focus on several critical attributes such as:

-**Attitude towards Teaching:** This measures their enthusiasm, dedication, and positive engagement in the teaching profession.

- **Leadership Skills:** This evaluates their ability to lead, inspire, and manage a classroom effectively, fostering leadership among students.

- **Interpersonal Skills:** This gauges their capacity to build meaningful relationships with students, parents, and colleagues, creating a conducive learning environment.

- **Communication Skills:** This assesses their proficiency in conveying ideas, instructions, and concepts effectively, which is crucial for successful teaching.

Comparing entry-level and exit-level assessments reveals the transformative journey of student-teachers. The exit-level evaluation shows significant improvements in these attributes, indicating substantial growth. Aspiring educators demonstrate enhanced attitudes towards teaching, better leadership skills, improved interpersonal connections, and refined communication abilities.

Academic progress is monitored through Continuous Internal evaluation via unit tests, class tests, assignments, and project reports. This upward performance trend reflects the effectiveness of the educational approach. The curriculum, guided by Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), successfully nurtures and hones the essential qualities required in a competent educator. The data highlights not only the students' progress but also the institution's commitment to their holistic development.

The comparison between entry-level and exit-level assessments illustrates the significant transformation of student-teachers. Their progress in attitude, leadership, interpersonal skills, and communication underscores the institution's dedication to comprehensive education. These improvements benefit the aspiring educators and contribute to forming a more capable, skilled, and empathetic cohort of teachers.

Beyond traditional evaluations, the College employs an innovative approach called Students' Performance Assessment. This strategy evaluates students' understanding and application of knowledge, skills, and abilities according to prescribed Learning Objectives (LOs). Through diverse performance tasks, students enhance their skills while demonstrating their competency, bridging the gap between theory and practice.

Student-teachers undergo the Students' Performance Assessment in all semesters. This structured evaluation tracks their development and the integration of theoretical insights into real-world contexts. This approach reinforces learning and fosters essential skills for effective teaching.

The assessment includes:

#### 1. Academic Performance

2. Library Usage
3. Involvement in Extension/Community Services
4. Other Responsibilities/Performance
5. Self-study Course
6. Participation and Presentation in Seminars

This comprehensive assessment strategy is crucial for nurturing well-rounded educators. It validates their competence across a range of attributes and activities, driving them toward holistic professional development. Ultimately, this approach significantly contributes to producing teachers who are knowledgeable and skilled practitioners ready to excel in diverse educational settings.

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

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response: 3.51**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response: 0**

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

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

#### **File Description**

#### **Document**

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
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:** B. Any 3 of the above

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

**3.1.4**

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

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

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

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

## 3.2 Research Publications

### 3.2.1

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

**Response:** 1.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	2	3	1

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

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National /**

**International conference-proceedings per teacher during the last five years****Response:** 1.13**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	3	3	1

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

**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 11.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	09	11	10

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

**3.3.2**

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

**Response:** 99.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	199	200	199	194

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

**3.3.3**

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

**Response:** 99.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	199	200	199	194

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

### 3.3.4

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

##### **Response:**

The College has been at the forefront of educating its students on social issues and contributing to community development through various extension and outreach activities. It has an Extension and Outreach Activities Committee dedicated to organizing these activities, engaging both teachers and student teachers to support the local community.

The institution organizes a variety of outreach activities aimed at community welfare and the holistic development of students. These initiatives are conducted in collaboration with linkage schools and the local community, with active involvement from faculty and students. Some of the organizations involved include:

- NSS
- Linkage Schools
- Local Villages

The college's NSS wing arranges camps in villages and nearby communities where students lead literacy programs for adults and vulnerable children, conduct cleanliness and tree-planting drives, and raise awareness about health, hygiene, social issues, and environmental conservation. Additionally, the college hosts activities such as gender sensitization sessions, awareness programs, and celebrations of important days for students of partner schools.

The college also takes part in local campaigns organized by government and non-government organizations to raise awareness about health, drug abuse, unity, peace, and more through initiatives like rallies, nukkad natak and survey.

**Outreach programs include:**

- Promotion of judicious use of environmental resources
- Earthen Sakora distribution and dana Pani on environmental awareness.
- Pyau Ghar for water conservation
- Health and sanitation programs.
- AIDS awareness rally
- Sickle cell health camp.
- Free Homeopathy medicine distribution.
- Free mask and sanitizer distribution during COVID period.
- Vigyan Scinex Millennium Program
- Swachh Bharat initiatives
- Road safety programs.
- Voter awareness program.
- Literary and art competitions for school students.
- Seminars and extension lectures on social and gender issues for school students.

Contribution in Mukhyamantri Rahat Kosh during COVID period.

The institution also supports government initiatives such as the Swachh Bharat movement and Road Safety Week, organizing health awareness campaigns. Days of National and international importance and weeks are celebrated with special assemblies to sensitize students to social issues, including Women's Day, AIDS Day, World Environment Day, Republic Day, and Independence Day.

These outreach activities benefit both the local community and the students, fostering a sense of civic duty, social responsibility, service to others, and universal empathy.

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

**3.3.5**

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

**Response: 1**

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

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

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

**3.4 Collaboration and Linkages****3.4.1**

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

**Response: 8.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	10	07	13

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

### 3.4.2

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

**Response:** 16

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

**Response:** 16

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

### 3.4.3

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

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

The College has a tranquil, green and eco-friendly environment that fosters effective teaching and learning. It features ample and well-organized infrastructure in line with the norms and standards of the National Council for Teacher Education (NCTE).

The institution offers various physical facilities, including:

- Numerous ICT-enabled Smart classrooms and Seminar Halls for core subjects and pedagogy classes.
- Well-equipped and ICT-enabled specialized laboratories and resource rooms, such as Curriculum Lab, Art & Craft Lab, Music Room, Teaching Resource Centre, HPER, Language Laboratory and ICT Lab.
- Separate common rooms for boys and girls, with the girls' room equipped with a sanitary pad vending machine and an incinerator in the restroom.
- Well-furnished offices for the Director, Administrator, Principal and Administrative Officer, along with Two spacious Staff Rooms for faculty members.
- An Examination control room
- A dedicated room for IQAC.
- A Wi-Fi enabled campus providing uninterrupted internet access for students and faculty, supported by well-maintained LAN facilities.
- A Multi-purpose Hall for hosting Conferences, Seminars, Workshops, Cultural events, and Co-curricular activities.
- A well-furnished Conference/Meeting room for conducting meetings.
- A well-stocked library with a rich collection of the latest textbooks, reference books, N-LIST facilities, educational encyclopedias, yearbooks, e-books, e-journals, assistive devices for differently-abled individuals, print journals and magazines on Teacher Education.
- A multipurpose Playground essential for physical activities, sports, yoga, and exercise, promoting a healthy lifestyle.

**Additional facilities include:**

- Separate restrooms for male and female students, staff washrooms, and disabled-friendly restrooms.
- Generator facilities, Solar panels, and uninterrupted power supply.
- Ample vehicle parking for faculty and students, along with a common Canteen, Mess and Pantry.
- Differently-abled friendly access, featuring a semi-automated Lift, Ramps, Pedestrian friendly road in the campus and appropriate toilet facilities in the campus and hostel.
- A well-equipped MI room with necessary medical instruments available for students and staff.
- Rain-water harvesting, Vermi composting units, water management and conservation initiatives.
- A well-maintained botanical garden.
- 24/7 security and CCTV surveillance.

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

**4.1.2**

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

**Response:** 83.33

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

**Response:** 5

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

**Response:** 6

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

### 4.1.3

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

**Response:** 15.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.70	10.86	7.98	6.61	5.89

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The College has a library advisory committee consisting of the Principal as Chairperson, the Librarian as Member Secretary, and student representatives as members. This committee oversees the library's overall

development and administration. The library spans an area of 11.40x10.25 square meters.

The College library is automated using the Integrated Library Management System (ILMS) SOUL 3.0.0.12, a web-based system with an SQL database backend and cataloging data stored in MARC. The database for the new version of SOUL is designed for the latest versions of MS-SQL and My SOUL (or other popular RDBMS). SOUL 2.0 complies with international standards such as MARC 21 bibliographic format, Unicode-based Universal Character Sets for multilingual bibliographic records, and NCIP 2.0 and SIP 2.0 protocols for electronic surveillance and control.

The library offers N-LIST facility and has a Wi-Fi-enabled reading rooms for students and staff. It holds a collection of 3,554 books, including textbooks, subject-specific books, reference materials like dictionaries, encyclopedias, handbooks, back volumes of journals, and digital/electronic formats. Users can explore the library's collection by entering keywords, titles, authors, subjects, and accession numbers to access bibliographic information and circulation status.. SOUL provides efficient and quick services to users. The Digital Library/Institutional Repository (DL/IR) contains additional academic and research resources such as content pages of selected journals, question banks and all accessible remotely within the campus.

**Additional facilities include:**

- Subscription to the latest journals and periodicals.
- Collection of recent and past University question papers and syllabi.
- Xerox and printout services.
- Subscription to Four national newspapers.
- Humar Pustakalay, a free public library opens an additional one and half hours daily on working days for nearby village students.
- A Book Bank.
- Book exhibitions.

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

**4.2.2**

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

The college library features a Wi-Fi-enabled reading room with seating for 50 students and separate reading space for faculty members. It utilizes the SOUL 3.0.0.12 Integrated Library Management System, a web-based system with an SQL database backend and MARC-based cataloging. The SOUL database is compatible with the latest versions of MS-SQL and MySQL (or other popular RDBMS). SOUL 2.0 adheres to international standards, including the MARC 21 bibliographic format, Unicode-based Universal Character Sets for multilingual records, and NCIP 2.0 and SIP 2.0 protocols for electronic surveillance and control.

The college subscribes to the services of the National Library and Information Services. A web portal is available for users to access curated digital resources, allowing students and faculty to access renowned e-resources like Shodhganga, e-PG Pathshala, National Digital Library resources, Directory of Open Access Journals, Directory of Open Access Books, NPTEL, SWAYAM, etc. These e-resources are accessible through the college library's website. Users can explore a variety of scholarly resources with a single click and retrieve relevant materials for learning, teaching, and research. All students and faculty members have user accounts to access N-LIST resources, which include e-books and e-journals.

An Institutional Repository (IR) has been established to collect, organize, preserve, and distribute the institution's knowledge resources, serving as a crucial tool for preserving the organization's legacy and facilitating digital preservation and scholarly communication. The IR also provides access to past B.Ed program question papers and contains faculty publications, including journal articles, conference proceedings, and book chapters. Additionally, the IR includes conference proceeding book and other institutional publications, as well as selected newspaper clippings.

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

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

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

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

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

**4.2.4**

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

**Response:** 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0	0.00850	0	0.00390

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

**4.2.5**

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

**Response:** 55.57

**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: 1796

**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: 1389

**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: 3617

**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: 3219

**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: 2037

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

#### 4.2.6

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

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

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

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

#### **Response:**

The college has implemented various ICT initiatives aligned with the vision of the National Education Policy (NEP) 2020 for faculty and student teachers. With Wi-Fi access points on every floor, the campus offers seamless internet connectivity, enabling students and faculty to access digital resources, educational platforms and research databases for self-directed learning and staying updated in their fields.

ICT-enabled smart classrooms and laboratories are central to the college's tech-integrated approach. These spaces are equipped with modern teaching aids and audio-visual tools to facilitate dynamic and engaging learning experiences, enhancing lesson delivery, encouraging active participation and allowing for personalized learning to meet diverse student needs.

The campus features a Curriculum Lab, a Language Lab (with 10 computers) and an ICT Lab with 25 computers. These facilities create immersive and hands-on learning environments where aspiring educators can explore the latest educational technologies, teaching methods, and scientific concepts. The labs support practical experiments, fostering analytical skills, problem-solving abilities, and creativity, while promoting a passion for their respective disciplines.

By integrating technology into the curriculum, the college empowers students with digital proficiency, critical thinking, problem-solving abilities, communication skills, and collaboration. These skills prepare students to adapt to evolving career requirements and contribute effectively to the global workforce. The college regularly organizes training sessions, workshops, and faculty development programs to enhance skills and ensure faculty members stay updated with the latest technological advancements and best practices in education.

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

**4.3.2****Student – Computer ratio for last completed academic year****Response:** 8.04

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

**4.3.3****Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

#### 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: 49.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.92	25.53	30.99	22.86	24.77

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

##### 4.4.2

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

**Response:**

The College is proud of its robust system that ensures the maintenance and optimal use of physical, academic and support facilities. Dedicated to creating a contemporary and conducive Teaching- Learning Environment, the college ensures the efficient employment of its facilities by employing various strategies.

The College Management is conscious of cleanliness and maintenance, dedicated to the upkeep and maintenance of all properties, facilities of the institution. For this, HR Manual policy of the Organization has been made and it is implemented, the implementation of which is Monitored by the Management Body.

The Inspection work of the college is done at weekly intervals by the Education Department Principal along with the skilled Administrative officer in the College, in which all the Classrooms, Staff Rooms, Office Rooms, all the Labs, Libraries and Other necessary rooms as well as the entire Toilet are also Inspected. Monitoring from Cleanliness to Maintenance is handled by the Administrative officer on the instructions of the Principal in Education Department. In which they are supported by an Assistant Professor, Lab in-Charge, Responsible student representatives and other staff.

The Colleges regularly update their Infrastructure and Physical requirements to keep pace with current Technological and Educational Activities. Maintenance includes updating all Labs and their Equipment, includes expanding and updating the college's library resources while upgrading classroom facilities. All the technical resources of the college are also updated and maintained from time to time.

The institution fulfills the requirements related to physical resources or educational resources through self-financing. The college management is conscious of all standards for the safety and stability of the building. For the safety of students and staff, the college is equipped with firefighting equipment.

The institution is committed to environmental protection; hence the college gives priority to environment related activities in its working system. Initiative includes using energy efficient electrical equipment, rainwater harvesting, waste management, vermi-composting, renewable energy resources like solar panels.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

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

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

#### 5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**  
**10. Toilets for girls**

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

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

### 5.1.3

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

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

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

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 18.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	24	11	25	15

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 15.46**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 14

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

Response: 1

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 13.27**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	23	6	8	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

#### **Response:**

The Student Council of the College actively participates in institutional operations and supports student welfare in various ways. They have a designated time slot, 1st and 4th Saturday of every month from 2:00 pm to 3:00 pm to organize activities, overseen by a faculty member. During this time, the council conducts various events and tasks.

#### **Objectives of the Student Council**

The Student Council aims to:

- Foster a sense of community among students for their overall growth and development.
- Promote social awareness and encourage knowledge-sharing and interaction among teacher trainees.
- Develop natural talents and organize programs for holistic development.
- Instill a democratic mindset and unity among student teachers.
- Improve social harmony and work towards the overall development of student teachers.
- Embed ethical values, leadership qualities, and societal consciousness to prepare responsible citizens.
- Enhance teamwork and organization skills among students.
- Teach self-sufficiency, service to others, and responsibility for national growth.
- Promote discipline and maintain institutional decorum.

#### **Role of the Student Council**

The Student Council ensures student representation in academic and administrative bodies, allowing direct involvement in institutional activities. They contribute to curriculum development and institutional

planning, aiming to enhance students' organizational skills. Activities include:

- Coordinating different Cells, Associations, and Committees within the institution.
- Organizing significant events like International yoga day, National Education Day, Teachers Day, National Mathematics Day, National Science Day, Independence Day, and Republic Day.
- Participating in Guru Purnima celebrations, Diwali celebration, Navratri (Garba), Christmas celebration, workshops, seminars, Anand Mela and other curricular and co-curricular activities, including preparing for Annual function.
- Coordinating the Swachhta Pakhwada Programme and Bicycle campaign to promote a clean college environment.

Student teachers have opportunities to engage in academic and administrative bodies such as Curriculum Adoption and Academic Planning Committee, Internal Quality Assurance Cell, Discipline Committee, Anti-Ragging Committee, SC/ST /OBC Committee, Grievance Redressal Cell and Alumni Association. They also participate in committees that manage, cultural and sports programs, and volunteer to ensure successful college events. They organize awareness campaigns and activities under NSS to promote gender sensitisation, voter rights, environmental conservation and eco-friendly practices.

The Student Council plays a crucial role in enhancing institutional functioning and student welfare, working towards a sustainable and environmentally conscious campus while providing a positive academic and cultural experience.

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

### 5.3.2

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

**Response:** 0.8

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

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

  

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The College's Alumni Association plays a pivotal role in fostering ongoing relationships between the institution and its alumni, who are dispersed across various careers and regions. The association engages in numerous initiatives that benefit both the college and its student body.

Sandipani Academy has a registered Alumni Association, encompassing all alumni from different batches.. The Alumni Association leadership team includes the head of the institution and a senior faculty member along with the post bearers, convening annually. The college maintains an online platform for alumni registration, overseen by a designated faculty member, with all outgoing students of the current batch.

Specialists from a variety of sectors are invited via the alumni network to guide and educate student teachers and teacher educators on topics such as effective teaching techniques, environmental conservation, gender equity and equality, first aid, human rights, inclusive education, and career services.

The Alumni Association is instrumental in supporting present students by providing direction, motivation, mentorship, and resources. Alumni impart their knowledge and perspectives through various educational events, inspiring students to achieve academic and professional success. This encouragement nurtures self-assurance and community among the students, promoting an enriching educational atmosphere.

An alumnus serving on the Academic Committee offers significant insights into the institution's curriculum planning and delivery and refinement. Leveraging their background as a past student and current educator, they provide practical perspectives on the requisites and obstacles in teaching. Alumni feedback is crucial for curriculum updates to reflect modern pedagogical practices, educational innovations, and technological progress. Their evaluations of training and practical experiences help ensure that upcoming educators are thoroughly equipped for their future roles. The active participation of alumni fortifies the institution's connection with the educational sector, creating a cooperative and supportive milieu for both existing and prospective teachers.

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

#### 5.4.2

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

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

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

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

### 5.4.3

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

**Response:** 5

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

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

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

### 5.4.4

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

**Response:**

The College's Alumni Association is instrumental in providing multifaceted support to the institution. It primarily focuses on identifying and fostering the unique abilities of students, serving as a robust support mechanism.

Active collaboration between the alumni association and the faculty is key in refining teaching methodologies and organizing events that motivates and enhance the confidence of teacher trainees to tackle academic challenges. At the academic year's onset, in induction and orientation program, they offer insights into the teaching profession's scope and prospects. By sharing their own career experiences through guest lectures and workshops, they fuel students' aspirations and keep them abreast of the latest educational trends.

Serving as a conduit between the college and its successful alumni, the association facilitates events, guest lectures, career counseling and workshops that connect past and present students, paving the way for mentorship and advice.

The association extends invitations to esteemed alumni to impart their wisdom at college events, fostering an environment where students can draw inspiration and learn from those who have excelled in their fields.

Beyond academics, the Alumni Association champion's extracurricular and cultural initiatives by engaging in sports, festivals, and various showcases, allowing students to express their talents in diverse arenas.

Alumni engagement doesn't stop at motivation; they also guide students towards innovation and entrepreneurship, contributing to their personal growth, offering career advice, mentoring, and aiding in job placements.

Annually, the Alumni Association convenes to solicit structured feedback, addressing the college's strengths and areas for improvement. Alumni involvement is significant in shaping both the academic and extracurricular facets of the college, providing critical insights into teaching quality, infrastructure, evaluation processes, institutional ethos, and student support services. The college highly regards and incorporates alumni feedback into its strategic planning.

Alumni are pivotal to the college's thriving ecosystem, inspiring future educators and nurturing their innate talents. They often return as orientation leaders, honored guests, or expert speakers, especially during significant national celebrations.

Moreover, alumni contribute to honing the pedagogical skills of student teachers by conducting demonstration classes before the latter embark on their practical teaching experiences. This mentorship continues throughout the trainees' internships, with alumni serving as role models and advisors in both model and affiliate schools.

Through their commitment to recognizing and bolstering student talent, offering guidance, and fostering a vibrant extracurricular life, the alumni association cultivates a legacy of excellence and success that enriches the educational journey of all students.

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



## 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:**

Sandipani Academy Society is registered under the Societies Registration Act, 1860.

The College functions in compliance with the directions given by UGC, NCTE, DHE, Ministry of School Education, Chhattisgarh and Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur to which it is affiliated. Within the hierarchical governance structure mandated by Atal Bihari Vajpayee Vishwavidyalaya, the decision-making process at the institution is democratic and collective.

The College provides support to both teachers and students to help them achieve their full potential in alignment with the institution's vision.

The core values of the college, **Ambition, Respect, Service and Teamwork** are a reflection of collective wisdom and practices passed down through generations.

**The Governing Body** includes teacher representatives who express the views of faculty and students during discussions. The College's Academic Council consists of various committees and subcommittees dedicated to fulfilling the College's mission. Decisions and plans concerning admissions, timetables, internal and University examinations, extracurricular activities, sports, and purchases are processed through the Academic Council, the College's highest decision-making authority.

Initiatives such as fee concessions, remedial and extra classes, value added courses ,personality development, professional development and placement services are carefully designed to promote socio-economic inclusivity. The Equal Opportunity Cell, Outreach Programme Committee, National Service Scheme, Women's Cell, Grievance and Redressal Committee, Nature and Campus Eco-Friendly Cell, SC/ST/OBC/EWS Cell, and Career Guidance Cell are committed to ensuring equity and empowerment.

College teachers are integral to the IQAC, initiating and implementing quality control measures and conducting academic, administrative, and green audits. During the Covid-19 lockdown, the IQAC and teachers organized training and awareness programs to facilitate a smooth transition to online teaching and learning.

The college's academic and extracurricular policies are methodically developed and implemented with the collective support of all college members Teachers are encouraged to make decisions individually or collectively within their committees regarding academic programs, research oriented programs, and extracurricular activities. Existing academic, accounting, and infrastructural policies support the efficient execution of programs without administrative delays, enabling the organization of multiple programs

simultaneously.

The institution's mission of seeking to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realise their highest potential of intellectual, physical and human development is achieved through the hard work and dedication of teachers, non-teaching staff, and students, fostering a spirit of mutual trust. The College's commitment to transparency and easy access to information is crucial for building trust and team work.

Student-teachers actively participate in the institution's governance by serving on committees like sports council, Anti Ragging committee, Discipline Committee, Grievance and Redressal Committee, and IQAC among others. They, along with the faculty, diligently carry out their duties in accordance with the rules of each committee; ensuring tasks are completed promptly and with enthusiasm.

### **Feedback Mechanism**

The college maintains high-quality governance in curriculum implementation through a formal feedback mechanism. This system is designed to meet the needs of student-teachers, equipping them to be competent and impactful educators in the community.

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

### **6.1.2**

#### **Institution practices decentralization and participative management**

#### **Response:**

#### **Decentralization and Participative Management**

The institution fosters a culture of decentralization and participative management in its entirety. Faculty members are motivated to independently manage their educational and administrative duties with a sense of responsibility, enabling them to make informed decisions and devise plans that are in harmony with the college's vision, mission and objectives.

Faculty members and student teachers are adequately involved in the college's academic operations.

Tasks are distributed based on the necessity to fulfill each assigned activity for every faculty member and student across all programs. The college upholds transparency in its academic endeavors and strictly follows the academic schedule when conducting both curricular and extracurricular activities.

The Principal is committed to regularly organizing meetings to facilitate the decision-making process. An annual academic and administrative audit is conducted to pinpoint strengths and weaknesses, followed by discussions in the IQAC meeting to recommend corrective actions for the college's improved operation.

The college's admission procedure exemplifies effective leadership, decentralization, and participation from both teaching and non-teaching staff. Initiated by the Academic Council, the Admission Committee is formed chaired by the Principal including a coordinator, two faculty members, and one administrative staff member, each with defined roles to ensure compliance with regulations and a seamless operation.

The entire faculty and administrative staff manage the admission process, with responsibilities allocated according to the admission lists provided by SCERT, Chhattisgarh. The Admission Committee communicates the duty roster to the faculty and staff via circular, with duties rotated among all teachers of the college.

During the admission phase, the subject-specific teacher verifies candidate eligibility, while the office staff checks documents and certifies credentials based on university data. These documents are then reviewed by the designated teacher for approval. The coordinator endorses the application before it is signed off by the Principal.

The IT Department guarantees the provision and maintenance of computer systems and robust internet connectivity. This department collaborates with other college administrative sections for document verification, fee processing, record maintenance, and the distribution of ID and Library Cards, also keeping tabs on confirmed enrollments and cancellations.

This decentralized approach entrusts various teachers with pivotal decision-making roles in admissions, demonstrating effective leadership independent of the Principal.

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

### 6.1.3

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

**Response:**

### **Financial Transparency**

The college ensures financial transparency by conducting both internal and external audits annually. Auditors routinely inspect the college, scrutinizing all financial dealings against supporting documents and authorized approvals. They execute procedures to ascertain that the financial records are devoid of significant inaccuracies. Following these audits, they furnish the college with an audit report that attests to the authenticity and accuracy of the financial statements. These statements, once audited, are endorsed by both the Auditor and the Management. The "Audit Report" is then issued based on these verified financial statements.

All transactions pertaining to purchases and accounts are recorded in the e-governance system.

### **Academic Transparency**

The college maintains academic transparency, adhering to the directives of Atal Bihari Vajpayee University Bilaspur and the UGC. The curriculum is planned to reflect the college's vision and mission. Prior to the academic year's start, the college's academic calendar is prepared, scheduling all curricular and extracurricular activities in advance, in collaboration with faculty members, and circulated accordingly. Time Table, activities calendar and faculty workloads are also distributed. The adoption of technology is promoted to augment the teaching and learning experience. Regular unit and class tests are conducted to evaluate student progress. Before university examination, model exams are held. An Examination Cell, led by a coordinator and faculty representatives, oversees exam applications, unit test and model exam timetables, seating arrangements, attendance records, and question paper preparation. Working alongside the institution's examination committee, the coordinator ensures a seamless examination process.

Results are posted on notice boards. The Principal oversees the institution's administration and academic operations, in line with management policies and mandatory guidelines.

Records of student admissions, examinations, purchases, accounts, and inventory are kept in the e-governance system and updated periodically. The admission process is equitable, based on the merit list from the CGVYAPAM entrance exam.

**Internal Quality Assurance Cell (IQAC):** This cell is dedicated to preserving and improving academic excellence and standards.

### **Administrative Transparency**

All administrative procedures are conducted with fairness and transparency.

**Transparent Recruitment:** The recruitment of both teaching and non-teaching staff is merit-based, complying with the norms and standards of regulatory bodies.

The library's operations are semi-automated, with online records for book issue and returns. The librarian manages the selection, accession, and cataloging of books, ensuring the upkeep of books, journals, periodicals, and newspapers.

**Academic Administrative Audit Report (AAA):** A regular audit evaluates the institution's academic

and administrative functions to identify strengths, weaknesses, and opportunities for enhancement.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

To realize the strategic plan of the College, the following approaches are adopted:

- Motivating learners to partake in additional value-added courses alongside their main curriculum.
- Special arrangements for self-paced learning with the aid of NLIST facility and open educational resources, leveraging the comprehensive library facilities.
- Arrangements for preliminary internship training to enhance readiness for actual internship experiences through digital means.
- Linkages with other educational institutions to offer educational support to school students, focusing on modern pedagogical methods like active learning, critical thinking, and digital education.
- Conducting programs to bolster leadership qualities in student-teachers.

##### Practices:

#### Fostering Critical Thinking

Encouraging the development of critical thinking skills, particularly through mathematical education.

- Student-teachers are prepared to foster critical and analytical thinking, as well as problem-solving capabilities in school students especially via mathematics.

#### Active Learning Techniques

- Student-teachers showcase a variety of active learning methods during an educational exhibition.

### **Tech-Enhanced Educational Practices**

- Workshops on creating digital content, including training in e-content creation, YouTube video production, and the selection of suitable digital educational resources.
- Orientation sessions on Diversities in school system in India and Continuous & Comprehensive Evaluation (CCE) were conducted.
- Online quizzes to celebrate National Constitution Day was organized.

### **Collaborative Initiatives**

Several Memoranda of Understanding (MoUs) were signed with academic entities and NGOs like Leela's Foundation to facilitate knowledge-sharing and benefit student-teachers and staff.

#### **Leadership Development Programs:**

- Regular NSS Camps and rallies are held in villages to cultivate leadership and teamwork skills in student-teachers.

#### **Organizing Events:**

- Student-teachers lead the organization of various college events, including International yoga day, National Science Day, Teacher's Day, National Mathematics Day, National Science Day, and the commemoration of notable figures such as Mahatma Gandhi, Bhagat Singh, Subhash Chandra Bose and so on.

#### **Promoting Health and Wellness:**

- Sports events like intramural competitions and annual sports meets are organized to encourage physical health among student-teachers. Basic yoga and Zumba sessions are also provided for their mental and physical well-being. Distribution of masks and sanitizer during COVID period and distribution of free homeopathy medicine, Sickle cell testing, blood donation camp.

#### **Enhancing Social Skills:**

- Participation in community-oriented initiatives like Beti Bachao Beti Padhao, Nasha Mukti Abhiyan, Matdata Jagrukta, Swachh Bharat and promotes community development, cleanliness and education.

#### **Community Engagement through Education:**

- Offering **free summer coaching** classes to students preparing for entrance exams of professional courses and free library services in the form of **Humar Pustakalaya** and **Book Bank helps** bridge educational gaps and fosters a connection between the college and the community.

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

## 6.2.2

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

### **Response:**

#### **Administrative Set Up**

The overall administration of the college is managed by the Management which nominates the Secretary of the college. The Secretary of the Management Committee functions as the Chairman of the Governing Body. The Governing body is constituted and functions as per the regulations of UGC and University Regulations.

#### **Principal**

Through proper selection procedure, the management appoints the Principal of the college who is responsible for administering the various activities of the college, overseeing both academic and administrative functions, ensuring adherence to policies. The recommendations of cells and Committees are effectively implemented by the Principal with the approval of College Committee and Governing Body.

#### **Administrative Setup**

College has a well-defined organizational structure and managed by Sandipani Academy Society, The College committee and Governing Body review and evaluate the academic progress, administrative processes, co-curricular and extension activities, and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure. All rules and regulations are stated in the service manual drafted by the Governing body.

**Internal Quality Assurance Cell (IQAC):** Established in 2019 following NAAC guidelines, the IQAC is committed to enhancing the quality of academic and administrative tasks and embedding best practices. The Principal chairs the IQAC, with a senior administrative staff serving as the coordinator, responsible for executing the IQAC's resolutions. IQAC is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College academic calendar and plan is prepared for various academic and non-academic activities. Faculty members have been designated as Coordinators and members of various committees and cells.

**Criteria for the selection of teaching and non -teaching staff** are completely based upon the norms and conditions of NCTE, UGC, State Government rules and regulations.

### **Service rules**

In accordance with the UGC norms, State Government and University Regulations, college has laid down the service rules for teaching and non-teaching staff. These rules govern the following:

#### **Probation and continuation of service:**

The staff will have a probationary service period of two years during which their service will be comprehensively evaluated. Soon after the appointment, the college seeks university approval of the appointed staff. At the end of the second year, the staff is made permanent if the service is satisfactory.

#### **Training and development:**

The staff shall undergo need-based programmes i.e. orientation, faculty development programme, workshops etc. to update their knowledge and become professionally competent.

#### **Academic Council and Committees:**

The Academic Council, a key legislative body, forms various committees and subcommittees dedicated to the College's daily operations. The Principal presides over the Council as the chairperson,

#### **Administrative Staff**

The Administrative Officer manages all non-academic divisions, including Administration, Accounts, and IT.

#### **Library**

The Librarian and assistants are responsible for the Library's operations.

#### **Student Representatives**

Teachers oversee the selection of student representatives from each class, who participate in various college committees and cells

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

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

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

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

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

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

The college operates various cells and committees to manage academic and administrative tasks. The Internal Quality Assurance Cell (IQAC) convenes regularly to decide on measures for enhancing and maintaining the quality of teacher education. The Academic Council allows faculty, employers, alumni, prominent community members, and eminent personalities from reputed universities and institutions to contribute valuable suggestions for curriculum development. The College Committee oversees the college's operations and administration, ensuring smooth functioning.

The Governing Body approves necessary programs and functions for the college's proper development as an autonomous institution. The Finance Committee estimates income from fees and other sources for college activities. The college has established various committees to ensure the successful and productive functioning of its activities, each responsible for planning and implementing actions. Committees include the Cultural Committee, IQAC Committee, NSS cell, Anti-Ragging Committee, Discipline Committee, Admission Committee, Library Committee, Examination Committee, and Women Cell.

The Cultural Committee organizes meetings with teaching and non-teaching staff to plan various

programs. Several programs were organized to celebrate special occasions, guided by the Principal at the institutional level. Meetings with staff resolved the program details, with the Principal obtaining approval from the Management.

The NSS cell effectively organized programs such as village Prabhat pheri, extension lectures by renowned personalities, awareness rallies, cultural events, and the Swachhta abhiyan.

Grievance Redressal Cell takes care of the students grievance related to exams and other matters as well.

The Placement and Guidance Cell conducts career counseling and organized career guidance programme and workshops.

The Alumni Association meets periodically, hosting an annual alumni meet. Alumni contribute financially, academically, and to co-curricular activities. Through multiple meetings, various programs were successfully implemented.

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

#### **Professional Development Benefits**

- The college prioritizes the professional growth of its staff by conducting need-based Faculty Development and Skill Development programs for both teaching and non-teaching staff..
- Additionally, staff members are granted on-duty leave to attend various professional development programs.

#### **Financial Benefits**

- To support academic advancement, the management provides financial aid to faculty members for attending seminars and conferences.

- Employees Provident Fund for teaching and non-teaching staff. Management contributes equal Share for Employees provident Fund.
  - Seed money is also allocated to foster research activities.
  - Both teaching and non-teaching staff benefit from salary increments, and are provided with provident fund and group insurance benefits.
  - Furthermore, monetary gifts are given to employees on their marriage.
  - Accommodation in the hostel is available for teaching and non-teaching staff at nominal charges, subject to availability and need.

### **Health and Wellness**

- Sandipani Academy offers numerous facilities to promote the well-being of its staff.
- Staff rooms, offices, and the library are well-ventilated, well-furnished, and the library includes a Wi-Fi-enabled reading room for teachers.
- The campus is characterized by a clean and green environment, featuring abundant trees, well-maintained lawns, clean washrooms, RO drinking water, and 24/7 electricity.
- This environment fosters a conducive work atmosphere.
- Housekeeping and maintenance staffs are responsive and helpful, ensuring the overall care of the college community.
- The college has a medical inspection room equipped with a bed, instruments for measuring blood pressure, blood sugar, and oxygen levels, and a supply of basic medicines.
- A full-time trained nurse is available to provide first aid and emergency medical assistance.
- Additionally, the college boasts a well-maintained gymnasium with fitness equipment such as push-up bars and an automatic treadmill.

### **Transport Facilities**

- The institution offers free transport facilities for its staff.
- Proper logistical arrangements are made for teachers and staff who work long hours for special college programs.

### **Other Benefits**

- Administrative staffs are encouraged to engage in regular training and ICT skill development.
- Female employees are entitled to two months of maternity leave.
- The campus is equipped with internet and Wi-Fi facilities.
- Staff picnics and tours are organized periodically to foster camaraderie and relaxation among the staff.
- Staff can avail vacation leave, 12 days of Casual leave.

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

**6.3.2**

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

**Response: 0**

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

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

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

**6.3.3**

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

**Response: 10****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	3	0	0

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

**6.3.4****Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response: 81.33****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	12	15	4

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

**6.3.5**

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

The institution employs an annual Performance-Based Appraisal System (PBAS) for both teaching and non-teaching staff, which aligns with the UGC's regulations and its periodic updates. The system aims to provide an objective assessment of performance according to set standards, while also pinpointing areas for potential enhancement, contributing to the staff's development and advancement. Employees on completing one year of uninterrupted service from the joining date are eligible for increment.

**Teaching Staff**

Salary increments and career advancements are strictly tied to performance metrics. Faculty performance is evaluated based on criteria such as professional qualifications, academic contributions, additional roles, innovative teaching techniques, research activities, worked on research projects or carried out, Publications: published papers in journals, book publications, chapter published in books, paper

Presentation: in seminars, conferences, symposia workshops, participation in workshops and online courses, in teaching and evaluation experience, total teaching experience, courses taught, duration .Evaluation experience includes: paper setting, invigilation, evaluation, practical exam, viva-voce and center suptd. Other than that, extension work and membership of professional bodies or societies are also recorded. Beyond academic pursuits, the faculty's voluntary participation in a broad spectrum of institutional activities is also recognized and factored into their overall evaluation. The PBAS forms completed by faculty members undergo a review and validation process by the Principal.

**Non-Teaching Staff**

Similarly, all non-teaching staff are assessed through annual confidential reports and annual performance appraisal. The various parameters for non-teaching staff members are assessed under different categories Their assessment encompasses various aspects, including professional competence, job performance, personal traits, relations with coworkers, public interaction, and student engagement. Specific evaluation criteria include knowledge of institutional policies, organizational skills, adaptability, creativity, learning aptitude, record-keeping proficiency, work accuracy and efficiency, attendance, punctuality, integrity, collegial cooperation, and task responsibility. The Principal initially reviews their performance, which is then submitted to the management for final consideration. Promotions and financial advancements for non-teaching staff are contingent upon these appraisals, playing a pivotal role in gauging employee performance, fostering motivation, and identifying strengths and areas for improvement.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

College regularly follows Internal & external financial audit system. College has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance.

##### **Internal Financial Audit**

The College has a full-fledged Accounts Department headed by the Administrative Officer (AO) and accountant who are responsible for supervising all the accounting processes of the Institution. Internal audit is conducted by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit and they are submitted to the management. Staff members are asked to submit the Minutes of the meetings and other valid documentation proof, which is attested and attached as support for all transactions and expenditures. This process ensures that a proper record and justification are available for all the expenditures and payments. College conducts Internal Financial Audit periodically by reviewing and cross-checking every transaction at multiple points through Accountant and the Principal

##### **External Financial Audit**

College takes the lead in conducting external financial audits annually to maintain the highest level of trust, transparency and integrity. External Financial Audit is conducted by the Chartered Accountant. The Accounts Department engages in the process, presenting the necessary supporting documents and explanations to queries, wherever necessary. These are carefully considered and appropriate explanations are immediately made through a written report. Rectifications, if any, are to be made in the accounts of the next financial year. The CA also files various returns for the College.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

- Before the commencement of every financial year, Principal submits a proposal on budget

allocation, by considering the recommendations made by the Governing Body to the management.

- College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non- recurring expenses like lab equipment purchases, furniture and other development expenses. The expenses are monitored by the accounts department as per the budget allocated by the management.
- The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review.
- Audit objections, if any, are raised through an official letter from the auditors; however institution did not come across with any major audit objection during the preceding years.
- All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.
- The Principal and the Bursar are the disbursing authorities.

All rules for purchases, including rising of quotations and tenders are followed and proper bills

(with GST, wherever applicable) are documented. Deductions for Income Tax and Provident Fund are done as per the rules.

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

## 6.4.2

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

**Response: 0**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 6.4.3

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

#### **Response:**

The institution and its faculty actively work to mobilize funds. The college employs a transparent system for auditing and optimally using resources. Resource mobilization policies are set at various levels, ensuring that fees collected from students for different purposes are appropriately allocated. Funds are distributed fairly based on student numbers and specific needs.

#### **Student Fee Collection**

Student fees are a significant source of revenue for the institution, funding infrastructure, management staff salaries, and other educational resources. These fees are crucial for the daily operations of the college.

#### **Research and Extension Fund Generation**

The college actively seeks financial resources for sponsored academic activities, research, and extension activities. These funds promote innovation, foster institution-community engagement, and strengthen the institution's academic and societal connections. During the lockdown, all training programs were shifted online. The first free trial program received overwhelming registrations. After its success, it became clear that a high-capacity server and other technologies were needed for larger audiences. As a result, participants were charged a nominal fee based on the program's nature and duration. These funds were used to enhance the college's technological and infrastructural capacity.

Additionally, the Alumni Association contributes to the college by raising funds.

#### **Accounts and Audit**

All mobilized funds are properly accounted for and documented. The college submits audited financial statements to funding agencies for specific grants. Annual external and internal audits are conducted by a statutory auditor appointed at the annual general meeting.

#### **Optimal Utilisation of Resources**

The college infrastructure is utilized as an examination centre for University Examinations.

The optimal utilization is ensured through encouraging innovative teaching-learning practices.

Library functions beyond the college hours for the benefit of students, faculty, alumni and nearby village

students.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

On September 16th of 2019, the college established an Internal Quality Assurance Cell (IQAC) to work towards achieving and maintaining quality standards. This cell evaluates various aspects of the college's operations and ensures regular monitoring. Meetings are held quarterly to oversee and review the ongoing teaching-learning process, based on students' performance in periodic internal assessments. The results of these reviews are used to plan the agenda for the Academic Council meetings.

**The major activities undertaken by IQAC are:**

Planning and executing the activities of the college every year in enhancing the quality of the institution Development and attainment of quality benchmarks / parameters for the various academic and administrative activities of the college suggesting for the planning and delivery of curriculum based on the changes and trends in Secondary School Curriculum and based on contemporary needs Updating the instructional resources provided in all laboratories and library Planning and executing new and innovative strategies of teaching and learning Dissemination of information on the various quality parameters Documentation of the various programmes/activities of the college, leading to quality improvement development and maintenance of institutional database for the purpose of maintaining /enhancing the institutional quality Few of the Quality Assurance Strategies conducted by IQAC are listed as follows:

- MoUs and linkages for academic and skill enhancement.
- Setting up of OR code in Botanical Garden.
- N LIST facility in library.
- Sanitary pad vending machine in girls common room.
- Installation of incinerator.
- Vermi compost unit.
- Installation of Solar panel for energy conservation.
- Placement consultancy activities through Guidance and Placement Cell.

- National conference on E Learning in Global Scenario.
- National webinar on The New Education Policy (2020) in Specific Reference with Teacher Education and School Education.
- Faculty Development Programme (FDP) for College Teachers on "**Change in Teaching Learning Paradigm Due to COVID Scenario.**
- Faculty Development Program on **Unlock Your Mind and Add Colour to Your Life.**
- Faculty Development Program on **Managing Inner Harmony for Better Teaching - Learning.**
- Faculty Development Program on **Questioning in Classroom.**
- Faculty Development Program on Value **Education.**
- Seminar on "**Emotional Intelligence in Competitive Era**"
- Workshop on "**Effective Communication**".
- Conducted **Career Development Program.**
- Workshop on "**Career Counseling Camp**".
- Workshop on "**Research Methodology**".

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

### 6.5.2

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

#### **Response:**

The IQAC performs a thorough evaluation of the curriculum and teaching-learning process by gathering feedback from various stakeholders, such as internship school principals, employers, alumni, faculty, and students. These significant inputs contribute to improving the quality and relevance of the college's teaching-learning practices.

The IQAC also conducts entry-level formative assessments to gauge students' initial knowledge and skills, supplemented by mentor feedback. Additionally, student satisfaction surveys are administered at the end of the program to gather insights into the overall learning experience. These diverse assessments and feedback mechanisms support the college's continuous improvement and ensure a high-quality educational environment for students.

ICT integration in the curriculum is ensured by IQAC, along with regular faculty development programs to keep educators updated with the latest teaching methods.

The IQAC has implemented various measures to support teachers in academic research and publications.

Teachers receive a department-wise list of UGC CARE, SCOPUS, and Web of Science indexed journals for potential paper submissions. The college regularly hosts lectures, workshops, and faculty development programs where research methodologies and objectives are discussed by experts and senior academics. Teachers are also provided with e-resources via the N-LIST facility and comfortable spaces for conducting research.

Student-teachers are empowered to use ICT and are given opportunities to develop competencies by preparing lesson plans, demonstrating teaching skills, creating low-cost teaching aids, and learning various assessment methods.

Some notable initiatives conducted by IQAC for the teaching-learning process include:

- N-LIST facility
- National conference on E-Learning in Global Scenario.
- **National webinar on "The New Education Policy (2020) in Specific Reference to Teacher Education and School Education".**
- **Faculty Development Programs** on topics such as -
  - "Change in Teaching Learning Paradigm Due to COVID Scenario,"
  - "Unlock Your Mind and Add Colour to Your Life,"
  - "Managing Inner Harmony for Better Teaching-Learning,"
  - "Questioning in Classroom,"
  - "Value Education"
- **Seminar on "Emotional Intelligence in Competitive Era"**
- **Workshops on:**
  - **"Effective Communication,"**
  - "Career Counseling Camp,"
  - "Research Methodology"
- Language Lab
- QR code implementation in the Botanical Garden and Library
- Setting up Smart classrooms and projector-enabled classes
- Life Skills Program

These efforts by the IQAC are aimed at continuously enhancing the quality of education and supporting both teachers and students in their academic endeavors.

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

### 6.5.3

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

**Response: 9**

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	22	10	1	1

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

### 6.5.4

**Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)**

**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

The College encourages collaboration by establishing partnerships, utilizing resources, and promoting joint initiatives to achieve significant results. It regularly conducts extension and outreach activities to benefit the community.

**Empowering Student-Teachers**

- Seamless ICT Integration for Transformative Teaching Practices towards Excellence.
- The college has adopted several ICT initiatives in line with the National Education Policy (NEP) 2020. Faculty provide opportunities to the student-teachers to use the various online instructional resources available in the form of lectures, animations, simulations, quizzes etc.
- Students are encouraged to undergo MOOCS courses on SWAYAM and other online courses to professionally update themselves.
- A number of ICT integrated curriculum initiatives is being implemented in the institution for the student-teachers.

To name a few,

a) Training on e-content Development

b) Extensive usage of Google Classrooms

c) Incorporating Augmented Reality in Teaching Learning process and ICT Laboratory established within the campus create immersive and hands-on learning environments, allowing aspiring educators to engage with and explore the latest educational technologies, teaching methods, and scientific concepts. The establishment of a smart Classroom reinforces the college's commitment to experiential learning and hands-on exploration .The well-equipped ICT labs allow student-teachers to engage in practical experiments, fostering their analytical skills, problem-solving abilities, and creativity, while also promoting a passion for disciplines. The College has established smart classroom .By incorporating interactive and innovative content, the educational facilities enriches the teaching process, making it more engaging and effective.

Optimum utilization of ICT facilities is ensured by the faculty in order to provide multisensory

Experiences and to cater to the differential needs of student-teachers.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

#### Response:

Sandipani Academy is an eco-friendly Institute, committed to make every possible investment for the Green Movement. The college is committed to conserving energy and providing its students with a carbon-free, environmentally friendly campus. The College ensures access to affordable, reliable, sustainable, and modern energy for all. Campus wide initiative of 3R (reducing, reusing and recycling) principle by our college are helping in achieving green lifestyle. Keeping these factors on consideration a specific energy policy is formulated. It aims at reducing energy consumption, assure acceptable indoor air quality and improve energy efficiency on campus through methods that are consistent with a safe, secure, and eco-conscious campus.

#### ENERGY POLICY

##### Mission

- Minimize Energy consumption by use of Energy efficient Equipment's and maximum use of day light, natural ventilation and Energy substitution.
- Maximize use of renewable Energy
- Create Awareness about Energy conservation

##### Plan

- Manage efficiently utilization of Energy resources by use of cleaner and more efficient technologies.
- Train faculties and students to make institute the pace setter in the area of Energy conservation.
- Promote awareness related with Energy conservation among various sections of society.
- Enrich our experience on Energy conservation by exchange of ideas with other organizations.
- Carry out regular internal energy audit to identify energy conservation opportunities.

#### Energy management action plan

Improvement in Energy efficiency:

- Replacement of Conventional T8 36/40-watt florescent lamps by T8 18W LED tube.
- Replacement of 150HPSV street light fixtures by 72 W LED Street Light Fixtures.
- Use of TFT computer monitors.
- Replacement of conventional ceiling fans by BLDC ceiling Fans.
- Solar PV systems on Roof.
- Appointment of security personnel to monitor and maintain the energy consumption.

- Conducting periodical meetings to carry out its policies and update its activities.
- Conducting energy conservation awareness programmes
- Fixing of awareness banners in the college campus to reinforce the importance of energy conservation.
- College ensures proper maintenance of electrical appliances .

### Purpose

The initiatives for the conservation of energy, environment and green campus activities will develop a positive attitude towards nature and will create a challenge among the student-teachers for protecting our resources.

### Policy Objectives

1. To make student-teachers understand the importance of environment and educate them to create awareness among public.
2. To protect and conserve ecological systems and resources.
3. To enhance the environment protection practices and energy conservation strategies.
4. To improve energy efficiency by use of energy efficient equipment.
5. To initiate energy efficiency measures.

### Other Measures

Avoidance of decorative lights. Usage of LCD/LED monitors in place of CRT monitors. The staff and students are motivated to use laptops, as they are more energy efficient than desktops. The green landscaping with a wide range of trees in the campus releases large amount of water vapor that cools the air and environment. So, it reduces the usage of air-conditioners and conserves energy.

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

### 7.1.2

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

#### **Response:**

The college's waste management program reflects its efforts to reducing environmental harm by

efficiently managing waste and implementing sustainable practices that transform waste into a resource that can be reused. Campus wide initiatives of 3R (reducing, reusing and recycling) principle by our college are helping in achieving green and clean lifestyle.

### **Objectives**

1. To conduct waste management in compliance with all legal waste requirements, including the duty of care, while preparing for future legislative changes and lessening their impact.
2. To foster environmental consciousness to boost waste reduction, reuse, and recycling efforts.
3. To decrease the creation of waste at the source and support the repair, reuse, and recycling of materials in a manner that is both cost-effective and prioritizes these methods over waste disposal.
4. To invest in the growth of recycling facilities on campus and convert waste into products with added value.
5. To safeguard the environment with effective waste management strategies.
6. To advocate for a comprehensive approach to waste management within the campus.

### **Procedure**

#### **Solid Waste Management**

The Institute educates students and staff on proper waste management practices through lectures, advertisements on notice boards and through periodic awareness programs through slogan boards on cleanliness. The waste is collected daily and dry and wet waste is segregated into different colored dustbins. Different colored dustbins are used for different waste. Green for wet waste, blue for dry waste, yellow for paper/plastic, red for sanitary and dirty clothes, black for e-waste. The Institute has kept dustbins outside all the rooms and in the staff room to collect the garbage. Waste in form of broken furniture is brought in reuse after assembling the usable part out of function.

- **Recycling Paper Waste**

The college gathers, stores, and recycles used paper appropriately. Unused pages from these papers are repurposed for sending notices and other official communications.

- **Disposal of Food Waste**

Waste disposal systems are installed in all hostels and the canteen. Food waste contributes to bio fertilizer production through vermi composting, which is then used in the maintenance of plants. Service providers remove and dispose of waste from campus food outlets.

- **Recycling of Leaf Litter**

Leaf debris is utilized for mulching around trees on campus to maintain moisture and improve soil nutrients. Dry leaves and other botanical waste are converted into organic fertilizer, enhancing the soil

quality of the campus.

### **Liquid Waste Management**

Bathroom wastewater is channeled through drainage pipes and expelled from the campus, preventing water stagnation.

### **E-Waste Management**

Electronic waste, such as fluorescent tubes, CFLs, LEDs, and computer components, is collected and disposed of annually on campus.

For the E- Waste institute has signed a MoU with the company .

Empty toners, cartridges, outdated computers and electronic items are sold as scrap to ensure their safe recycling.

Old monitors and CPUs are repaired by our technician and reused.

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

### **7.1.3**

#### **Institution waste management practices include**

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

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

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

#### 7.1.4

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

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

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

#### 7.1.5

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

**Response:**

At Sandipani Academy, we hold the conviction that an environment which is clean, verdant, and devoid of pollution sets the perfect stage for a conducive learning atmosphere. Hence, we have made every

effort to ensure our campus is replete with greenery. The college boasts a lush, eco-friendly campus and prioritizes its upkeep to foster a sense of pride among students and faculty. This pride translates into a collective effort to maintain a clean environment through awareness programmes. To support this, the college has a dedicated maintenance staff, to ensure the campus remains pristine. Campus wide initiation at reducing, reusing and recycling are helping in achieving a green code of living.

### **Initiatives for a clean and green environment**

- Regular Cleaning: Classrooms and offices are kept clean.
- Swachhta pakhwada is organised in line with Swachh Bharat Abhiyan.
- Waste Management: Strategically placed dustbins and sufficient washbasins.
- Facilities: Separate toilets for staff, boys, girls including disabled access.
- Sanitation: Sanitary pad vending machine is installed in girls common room and incinerator in girls toilet.
- Water: Safe drinking water is accessible through water cooler.
- Student Involvement: Students are encouraged to keep their spaces clean and practice healthy eating with minimal waste.
- No to Single use plastic : A strict no to single use plastics policy is enforced on campus.
- Environmental Education: Outreach activities on environmental issues are conducted to generate awareness among students and community.
- Awareness Programs: Expert lectures on environmental, health, and hygiene issues, awareness rallies on environmental issues by NSS,.
- Green Activities: Gardening and tree-planting initiatives.
- Maintaining Botanical garden.
- Regular pruning of trees is done for a better scenic beauty of the Institute.
- Sustainable Transport: By organising "Bicycle campaign", use of public transport and bicycles is promoted.
- Composting: Leaf litter is composted, not burned.
- Renewable Energy: Solar energy is utilized.
- Plantation: Efforts to increase greenery and reduce air conditioner use.
- Water Harvesting: Rain water is recycled.
- Sewage disposal: The College has an excellent sewage disposal system that discharges the waste waters of the campus through completely underground pipelines, which acts as a guiding force to enforce hygiene and cleanliness in the campus.
- Proper parking plans for two and four wheelers has been executed to have clean and pollution free campus.
- Inspection of cleanliness by Principal is a regular practice.

These measures ensure the college maintains a clean, green, and pollution-free environment.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.6**

**Institution is committed to encourage green practices that include:**

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

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

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

**7.1.7**

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

**Response: 2.82****7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.01	0.99	4.02	0.88	0

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

**7.1.8**

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

**Response:**

The college actively utilizes the local environment, knowledge, and resources, along with community practices and challenges, to integrate hands-on learning into the educational process.

**Initiatives**

- The curriculum encompasses topics on environmental and social issues to enhance students' connection with nature and community and equip them with relevant knowledge.
- The college organizes outreach activities linked to the curriculum, such as campaigns for cleanliness and health, workshops & seminars.
- It collaborates with nearby schools and community members, sharing resources and facilities, which strengthen social ties, trust, and networks among students and the community. For instance, it organises nukkad natak and rallies on the dangers of toxic plastics, gender issues, drug abuse, voter awareness, health issues and promotes biodiversity through initiatives like energy conservation, waste management, creating green spaces on campus, and rainwater harvesting.
- The college holds awareness programme on topics like Swachh Bharat (Clean India) and AIDS to raise students' awareness of environmental and pressing social issues, fostering a sense of responsibility towards their local surroundings.
- Health checkup program in Pendri: a free health checkup program for Government higher

secondary school students to make them aware about their health and fitness.

- The trainees shared information with the students about sickle cell testing, causes, its symptoms and precautions.
- Women safety and women health awareness program:- Organized in the village panchayat Pendri.
- Social awareness:- "Nasha Mukti Abhiyan" to remove the evil tendency of drug addiction from the society and youth.
- To make the citizens aware of the schemes run by the government
- Swachh bharat abhiyan - "Nature and Eco Campus Cell" organized a "Swachh Bharat Pakhwada" program under the Swachh Bharat Abhiyan in Pendri village. The objective of which
- Cleanliness drives are conducted to motivate students to maintain the cleanliness of their local areas.
- Students undertake rallies on tree plantation and "Beti Padhao Beti Bachao" (Educate the Girl Child, Save the Girl Child), providing them with practical learning experiences that enhance their knowledge, awareness, and decision-making skills.
- Field trips are organized to acquaint students with their surroundings and engage with local communities to understand their challenges.
- Visits to museums and historical sites are arranged to educate students about their culture and history, fostering respect for their heritage.
- The institution hosts cultural programs and youth festivals to nurture future artists in various fields.
- The institution strengthens community bonds and supports marginalized groups by frequently organizing relief fund collections with the help of staff and students.
- Value added courses on Spoken English are conducted for students from rural areas to bridge the gap with their urban counterparts and integrate marginalized group into mainstream.
- 24\*7 CCTV surveillance inside and outside the college assist the community to control any anti-social activity in the nearby area.

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

### 7.1.9

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

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

**organized periodically**

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice: 01**

**Title of the Practice:**

Awareness Programme for the Community

**Objectives of the Practice:**

- To educate and empower the community members on critical social, health, and environmental issues by bridging the gap between the institution and the local community through collaborative efforts.

**The Context:**

This initiative is driven by the understanding that community awareness and engagement are pivotal in addressing local challenges effectively. The programme aims to address specific issues such as health awareness, environmental conservation, and social welfare, tailoring its approach to the unique needs of the local community.

**The Practice:**

The Awareness Programme for the Community is implemented through following :

(i) **Workshops and Seminars:** Conducted by faculty and experts on topics like health and hygiene and environmental protection.

(ii) **Field Visits:** Students and faculty visit local communities and conduct surveys and rallies to directly engage with community, offering information and support on pertinent issues.

((iii).**Resource Distribution:** Providing informational brochures, pamphlets, and other educational materials to the community.

(iv)**Interactive Sessions:** Facilitating open forums through NSS camp, where community members can discuss their issues and seek guidance from experts.

**Evidence of Success:**

**Enhanced Community Knowledge:**

Significant improvement in community awareness as observed through surveys and feedback.

**Increased Participation:** Growing participation of community members in the programme activities, indicating its relevance and impact.

**Positive Feedback:** Testimonials from community members highlight the programme's effectiveness .

**Problems Encountered and Resources Required:**

**Challenges:** Initial resistance from community members, logistical issues in organizing field visits, and ensuring consistent participation.

**Resources Required:** Adequate funding for materials and logistics, training for students and faculty, and continuous support from local authorities and organizations.

This practice exemplifies the institution's commitment to societal well-being and holistic education.

**Best Practice: 02**

**Title of the Practice**

Environmental Conservation Activities

**Objectives of the Practice**

- To foster environmental awareness and responsibility among students, faculty, and community.
- To reduce the institution's carbon footprint and promote sustainable practices.

**The Context**

The college aims to cultivate a culture of sustainability. This requires a multifaceted approach that includes awareness programs, practical projects, collaborations and linkages.

### **The Practice**

1. **Green Campus Initiative- Bicycle Campaign:** Implementing energy-saving measures, pollution control, waste management systems, and water conservation techniques across the campus.
2. **Curriculum Integration:** Organizing workshops and seminars on environmental issues.
3. **Tree Plantation Drives:** Regularly organizing tree plantation activities involving students, faculty, and local communities.
4. **Clean-Up Campaigns -Swachhta Pakhwada:** Conducting regular clean-up drives in and around the campus to promote cleanliness and waste reduction.
5. **Renewable Energy:** Installing solar panels and promoting the use of renewable energy sources within the campus.
6. **Biodiversity Conservation:** Creating and maintaining green spaces and biodiversity parks to support local flora and fauna.
7. **Water Harvesting:** Implementing rainwater harvesting systems to conserve water and educate students about water management.

### **Evidence of Success**

- **Increased Awareness:** Significant improvement in environmental awareness and participation in conservation activities among students and staff.
- **Academic Enrichment:** Enhanced learning outcomes through the integration of environmental topics in the curriculum and active involvement in conservation projects.
- **Community Impact:** Positive feedback from the local community.

### **Problems Encountered and Resources Required**

- **Challenges:** Initial resistance to change and lack of awareness.
- **Solutions:** Continuous awareness programs and involving all stakeholders in the planning and execution of activities.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

##### Response:

Our institution's distinctiveness lies in our unwavering dedication to education, community, and sustainability. Through our comprehensive support programs for students and staff, we create an environment that fosters growth, innovation, and well-being. As we continue to empower future educators and healthcare professionals, provide career guidance to young minds, care for our staff's health, and promote research and environmental consciousness, we solidify our role as a beacon of hope and progress in the educational landscapes

In the heart of our educational ethos lies the commitment to not only impart knowledge but also to nurture the future of every individual associated with our institution. Our distinctiveness is reflected in our multifaceted initiatives that cater to the holistic development of students and the well-being of our staff.

#### **Expansion of Educational Services: Empowering Aspiring Educators and Healthcare Professionals**

Our institute takes pride in offering free summer coaching for an array of entrance exams including Pre-B.Ed., Pre-B.Sc. Nursing, PAT and PPHT. These programs are meticulously designed to equip students with the foundational knowledge and skills required to excel in their respective fields. By providing these coaching at no cost, we ensure that financial constraints do not hinder the aspirations of promising individuals.

Our college stands out for its '**Humar Pustakalaya**', a public library, and a **Book Bank** dedicated to village students. This library boasts a vast collection of books across various subjects, offering students easy access to educational resources. Through the book bank initiative, economically disadvantaged students receive textbooks at no cost. This distinctive feature underscores our commitment to educational inclusivity and community support.

#### **Guiding Pathways: Career Counseling for Class 12 Students & Teachers Trainees.**

Recognizing the pivotal crossroads that class 12 students face, our career counseling initiative provides them with the guidance needed to navigate their future paths. Our experienced counselors assist students

in understanding their strengths, exploring viable career options, and making informed decisions that align with their passions and capabilities. Also be conducting career guidance programme for teacher trainees by special experts.

### **Health Insurance: A Commitment to Staff Welfare**

The health and well-being of our staff are of utmost importance. We demonstrate our commitment by providing comprehensive health insurance, ensuring peace of mind and security for our employees and their families. This initiative underscores our belief that a healthy workforce is the backbone of a thriving educational environment.

### **Seed Money: Fueling Research and Innovation**

In the pursuit of academic excellence and innovation, we offer seed money to our staff for research work. This financial support empowers educators to explore new frontiers of knowledge, contribute to their fields, and bring cutting-edge insights back into the classroom.

### **Green Welcome: A Sustainable Approach to Hospitality**

Our tradition of welcoming new employees and guests with a plant symbolizes our dedication to sustainability and the nurturing nature of our institution. This gesture represents the growth and flourishing of relationships, as well as our responsibility towards the environment.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Sandipani Academy is dedicated to enhancing and nurturing students' skills through quality education in a supportive environment. The college focuses on:

- Providing value-based education for holistic development.
- Preparing students for careers with training in soft skills, life skills, and personality development.
- Offering well-equipped infrastructure for academic, co-curricular, and extracurricular activities.
- Organizing national seminars, conferences, and workshops.
- Encouraging student participation in co-curricular and extracurricular activities.
- Motivating faculty to publish research in UGC CARE-listed journals and at national/international conferences.
- Providing hostel facilities for girls.
- Promoting a clean and green environment.
- Raising awareness on cross-cutting issues among students and society.
- Offering resources and opportunities for continuous improvement.
- Fostering creativity and innovation among students.

### A College with a Difference

The college aims to provide a unique and impactful educational experience, preparing students to be successful and responsible members of society. The importance of education is emphasized by stimulating minds and igniting intellectual curiosity. Continuous growth is evident in student intake, faculty, infrastructure, and the number of students excelling in university merit lists. There is an increasing trend of students progressing to higher studies. The college successfully organizes national days and events, effectively conducts the university curriculum, and emphasizes co-curricular and extracurricular activities for holistic personality development.

### Future Plans

- Start postgraduate & ITEP programs.
- Establish a research center.

### Concluding Remarks :

## **Concluding Remarks**

Since its establishment, the college has been a student-centric, teacher-managed organization, experiencing significant growth in all aspects. It assures sustained progressive growth in the future. The college is continuously refining its focus and methods to achieve its vision. With energetic staff and high-quality infrastructure, the college is on a mission to provide an excellent teaching-learning environment, aiming to become an institution of excellence.

Aligned with its vision and mission, the IQAC focuses on capacity building for students and staff. The learning experience is enhanced by ICT and innovative pedagogies. Value-added and personality development programs, along with various co-curricular and extracurricular activities, contribute to students' holistic development, making them confident to face the world.

The college supports teachers in academic self-development. The IQAC encourages faculty to participate in discipline-specific and interdisciplinary development programs and courses, especially focusing on ICT training and integration. To support academic growth, the college has invested significantly in high-quality ICT infrastructure and has digitalized its administration and library.

Sandipani Academy is committed to community awareness and environmental conservation. The college is poised to make significant advances in contemporary education. The growth in infrastructure, academics, co-curricular, and extracurricular activities, along with sensitizing students on critical issues, aligns with NAAC expectations.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	1	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	1	0	1	1	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	1	1	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	0	1	1	0																	
1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>145</td> <td>144</td> <td>138</td> <td>128</td> <td>124</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>0</td> <td>138</td> <td>129</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	145	144	138	128	124	2022-23	2021-22	2020-21	2019-20	2018-19	144	0	138	129	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
145	144	138	128	124																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
144	0	138	129	0																	
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <ol style="list-style-type: none"> <li>1. <b>Provision in the Time Table</b></li> <li>2. <b>Facilities in the Library</b></li> <li>3. <b>Computer lab facilities</b></li> <li>4. <b>Academic Advice/Guidance</b></li> </ol>																				

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. Any 3 of the above  
 Remark : DVV has made changes as per the report shared by the HEI

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
143	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	0	0	0	0

Remark : DVV has considered the number of E-copies attached by the HEI.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

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

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
40	46	50	29	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	33	41	29	37

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

2.2.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Mentoring / Academic Counselling</b></li> <li><b>2. Peer Feedback / Tutoring</b></li> <li><b>3. Remedial Learning Engagement</b></li> <li><b>4. Learning Enhancement / Enrichment inputs</b></li> <li><b>5. Collaborative tasks</b></li> <li><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></li> <li><b>7. Multilingual interactions and inputs</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above  Answer After DVV Verification: C. Any 3 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> <li><b>3. Internship</b></li> <li><b>4. Out of class room activities</b></li> <li><b>5. Biomechanical and Kinesiological activities</b></li> <li><b>6. Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. ‘Book reading’ &amp; discussion on it</b></li> <li><b>3. Discussion on recent policies &amp; regulations</b></li> <li><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></li> <li><b>5. Use of media for various aspects of education</b></li> <li><b>6. Discussions showcasing the linkages of various contexts of education- from local to</b></li> </ol>

**regional to national to global**

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

Answer After DVV Verification: C. Any 3 of the above

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

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

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

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

	<p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: C. Any 4 or 5 of the above          Remark : DVV has made changes as per the report shared by the HEI</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> <li>3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has made changes as per the report shared by the HEI</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has made changes as per the report shared by the HEI</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: C. Any 4 or 5 of the above          Remark : DVV has made changes as per the report shared by the HEI</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p>

	<ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> <li>3. <b>Involvement in various activities of schools</b></li> <li>4. <b>Regularity, initiative and commitment</b></li> <li>5. <b>Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b></p> <p>Answer before DVV Verification : 101  Answer after DVV Verification: 100</p> <p>Remark : DVV has made the changes as per data template and report shared by HEI.</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed money for doctoral studies / research projects</b></li> <li>2. <b>Granting study leave for research field work</b></li> <li>3. <b>Undertaking appraisals of institutional functioning and documentation</b></li> <li>4. <b>Facilitating research by providing organizational supports</b></li> <li>5. <b>Organizing research circle / internal seminar / interactive session on research</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>

3.2.1	<p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p><b>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>4</td> <td>5</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>2</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	4	5	3	1	2022-23	2021-22	2020-21	2019-20	2018-19	7	3	2	3	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	4	5	3	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	3	2	3	1																	
3.2.2	<p><b>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</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>5</td> <td>5</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>0</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	5	5	3	1	2022-23	2021-22	2020-21	2019-20	2018-19	10	0	3	3	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	5	5	3	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	0	3	3	1																	
3.3.1	<p><b>Average number of outreach activities organized by the institution during the last five years..</b></p> <p><b>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>12</td> <td>09</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	15	12	09	10	11	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	12	09	10	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

15	12	09	11	10
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Remark : DVV has made the changes as per report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	10	07	13

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

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

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

Answer before DVV Verification : 20

Answer after DVV Verification: 16

Remark : DVV has considered only functional MOUs as per report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

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

4.1.2	<p><b>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.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b>          Answer before DVV Verification : 7          Answer after DVV Verification: 5</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b>          Answer before DVV Verification : 12          Answer after DVV Verification: 6</p> <p>Remark : DVV has made the changes as per the report shared by HEI.</p>																				
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <ol style="list-style-type: none"> <li>1. <b>e-journals</b></li> <li>2. <b>e-Shodh Sindhu</b></li> <li>3. <b>Shodhganga</b></li> <li>4. <b>e-books</b></li> <li>5. <b>Databases</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has made changes as per the report shared by the HEI</p>																				
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.27</td> <td>0.68</td> <td>0.32</td> <td>0.720</td> <td>0.473</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1603 1046 1738"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.35</td> <td>0</td> <td>0.00850</td> <td>0</td> <td>0.00390</td> </tr> </tbody> </table> <p>Remark : DVV has considered the amounts shared in form of e-copies of receipts by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1.27	0.68	0.32	0.720	0.473	2022-23	2021-22	2020-21	2019-20	2018-19	0.35	0	0.00850	0	0.00390
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.27	0.68	0.32	0.720	0.473																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.35	0	0.00850	0	0.00390																	
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> </ol>																				

2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

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

Answer After DVV Verification: D. Any 1 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61.30	43.12	42.76	44.58	46.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.92	25.53	30.99	22.86	24.77

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

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

5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>28</td> <td>13</td> <td>26</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>24</td> <td>11</td> <td>25</td> <td>15</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per the report shared by HEI,</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	28	13	26	15	2022-23	2021-22	2020-21	2019-20	2018-19	16	24	11	25	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	28	13	26	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	24	11	25	15																	

5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>23</td> <td>0</td> <td>8</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per the data template and reports shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	47	23	0	8	10	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	0	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	23	0	8	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	0	1	1																	

5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li>1. Motivating the freshly enrolled students</li> </ol>
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2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above  
 Answer After DVV Verification: C. Any 2 or 3 of the above  
 Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification : A. Any 6 or more of the above  
 Answer After DVV Verification: C. Any 3 or 4 of the above  
 Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p><b>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>18</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>22</td> <td>10</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per the data template and report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	39	18	3	2	2	2022-23	2021-22	2020-21	2019-20	2018-19	11	22	10	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	18	3	2	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	22	10	1	1																	
6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>																				
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p><b>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1771 1046 1906"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.65</td> <td>0.29</td> <td>1.28</td> <td>0.26</td> <td>0.12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1984 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0.65	0.29	1.28	0.26	0.12	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.65	0.29	1.28	0.26	0.12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

2.01	0.99	4.02	0.88	0
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Remark : DVV has made the changes as per report shared by HEI.

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**

Answer before DVV Verification : A. All of the above

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

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>199</td> <td>200</td> <td>199</td> <td>194</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>201</td> <td>199</td> <td>200</td> <td>204</td> <td>194</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	200	199	200	199	194	2022-23	2021-22	2020-21	2019-20	2018-19	201	199	200	204	194
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	199	200	199	194																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
201	199	200	204	194																	
2.1	<p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>14</td> <td>15</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>14</td> <td>15</td> <td>14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	16	15	14	15	14	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	14	15	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	15	14	15	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	16	14	15	14																	
3.2	<p><b>Number of Computers in the institution for academic purposes..</b></p> <p>Answer before DVV Verification : 37</p> <p>Answer after DVV Verification : 25</p>																				

