



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**ADARSH SHIKSHAN PRASARAK MANDAL'S SHRI
BAPUSAHEB D.D. VISPUTE COLLEGE OF EDUCATION**

ADARSH, PLOT NO 41, SECTOR 15, NEAR RAILWAY STATION, NEW PANVEL,
DIST- RAIGAD

410206

www.visputeeducation.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Bapusaheb D. D. Vispute college of Education is a co-educational college governed by Adarsh Shikshan Prasarak Mandal Panvel, Navi Mumbai. It is recognized by National Council for Teacher Education through its regional committee, Bhopal and is affiliated to University of Mumbai, Mumbai, Maharashtra, Since, August 2004. This college is situated near Panvel railway station with garden landscape and stunning infrastructural facility in New Panvel. It is 0.7 km away from Panvel bus stand and 0.2 km. away from Panvel railway station.

This institute is started under the guidance of Shri Devidas D. Vispute (Founder President) keeping in view to provide education to deprived students of village area, and enabling to cop up global challenges. This challenge is passionately accepted and effectively established and running by the Chairman Shri Dhanraj D. Vispute and Secretary Mrs. Sangita D. Vispute. The emphasis of institute is on interactive teaching and students should persuade to go for innovations. The daily routine of the college starts with morning assembly and prayer. For developing accountability and self direction among teacher-students and for training themselves in organizing various curricular and co-curricular activities, the college has an activity calendar in addition to the academic calendar. The students are divided into kulas (House) for organize various co-curricular activities by these kulas under the guidance of Principal and the Teacher Educators. The internal competitions were organized between the kulas, which acts as development of interest and teamwork attitude between the students.

Practice-teaching lessons continues into three semesters and imparting of practice teaching skills is starts in I semester through practice of micro-teaching skills, simulated lessons, integrated lessons, exhibition of teaching aids, model lessons by lecturer, lectures & counseling on improving handwriting & black-board writing, teaching practice in school and observation of lessons. Apart from this students have to complete into two semesters other curriculum activity i.e. seminars, open book assignments, essays, computer assisted instructions (CAI), projects, content tests, experiments in psychology, community work, internship etc. which is add on courses for the development of confidence. Many workshops were organizes by institute for better attainment.

Vision

Vision

To prepare effective Secondary and Higher Secondary Teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society

Mission

Mission

Mission: To promote Teacher Education in Rural Areas, to prepare student-teachers effectively to face the challenges of modern society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. Highly qualified and experienced teaching staff having research attitude.
2. Involvement and recognition for social responsibility and developmental programmers
3. Eco-friendly campus with sustainable practices in the campus and guidance centre
4. Vocational and entrepreneurship guidance programmes for rural students
5. Constant encouragement of faculty for pursuing Ph.D., research, advancement of qualification
6. Training and Grooming of students to make them industry-ready and enhancing their Employability skills by imparting technical training, Soft skill, GD & Aptitude classes etc.
7. Competitive examination guidance workshops
8. Contentious mentoring, monitoring, and a feedback system for students
9. Flexibility and autonomy for decisions to teaching faculty members
10. Recognition by various state and national level organizations for contribution in academic and social work
11. Academic achievements of student in University examination and competitive examinations
12. placement of students in various reputed school and colleges of Maharashtra and India abroad as well
13. Organizing of various seminars, conference and faculty training programme for encouragement of professional development.
14. Strong grievances readdressed system and committees for student development

Institutional Weakness

Institutional Weakness

1. No existence of M.Phil & Ph.D Research centre
2. Shortage of ample opportunity for Research Activities due to funding problems by Govt., Non-Govt. & External agencies
3. Space limitation for further expansion of facilities

4. Less involvement in international collaboration and engagement
5. Patent registrations need to be done
6. Book publications written by faculty members need to be increased

Institutional Opportunity

Institutional Opportunity

1. Environment for organizing national and international seminars inside the campus
2. Faculty-student exchange program with reputed teacher education institutes
3. Encouragement by management to set up a research and innovation centre
4. Involving more faculty members in research publications and invitation as a resource person
5. Punctuality and timely response in academic responsibilities.
6. Opportunities for rural engagement and community engagement.
7. Enrollment of Students in Internship programs in reputed schools and appreciation for the practice of teaching.
8. Opportunity for students to achieve master level degree in education.
9. Opportunity from open universities and open school for opening study centre and run courses. Encouragement to faculty members for ICT based content making.

Institutional Challenge

Institutional Challenge

1. Students enrolling are of various vernacular and ethnic backgrounds other than Marathi-speaking students in the English language and developing their communication skills is really a challenging job.
2. Motivating students to take part in cultural and sports activities is challenging due to busy academic activities.
3. Due to continuous academic responsibilities, faculty members are not able to participate in long-duration faculty development programmes.
4. To attract eminent Professors, Ph.D. Holders and Researchers in Campus to share their knowledge and

experience with students

5. Very few students show interest for PG and Ph.D programs after B.Ed.

6. Mentoring challenges to students from different graduation backgrounds on perspectives area of education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has set up a committee for planning, implementation, and review of the curriculum under the leadership of the principal of the college. The institute follows the guidelines for curriculum as advised by the University of Mumbai. The curriculum planning committee was also formed in the institute for regular follow-up, mentoring, and reviewing the procedure of applying. The curriculum planning committee held some meetings at regular time intervals to do all the evaluations regarding the curriculum. Curriculum plays the most important role in the overall development of student teachers, which gives suggestions on curriculum planning and implementation. The committee also plans an academic calendar for the whole session with IQAC. The committee plans and emphasizes the execution of activities like group discussions, debates, innovative methods of teaching, integration of ICT in the teaching-learning process, effective presentation skill development methods, webinars, seminars, and workshops regarding different relevant topics of the syllabus. The institute also provides an environment for students to develop social skills, cooperative skills, leadership quality, and professional competency through various activities. For revising the curriculum execution committee takes feedback from students, teachers, and stakeholders at regular intervals.

The institution provides opportunities for students to acquire and demonstrate knowledge, skills, values, and attitude related to various learning areas. Which provide positive effects both in terms of education and sectoral development according to courses in critical thinking, communication skill, collaboration with others, etc. offered by the Institution. The internal competitions were organized between the kulas, which acts as the development of interest and teamwork attitude between the students.

Teaching-learning and Evaluation

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. Students taking admission for B.Ed and M.Ed courses have different skills and different abilities. They are interested in different fields. City entrance exam is required to take admission in B.Ed and M.Ed. From the scores of these exams we can know their ability B.Ed and M.Ed admissions students introduce themselves in the reception. At the same time, personal interview of these students is also taken so that the various abilities of the students can be understood through various means. By interviewing the students admitted for B.Ed & M.Ed, information is obtained about their abilities, interests and hobbies. In this technique, students are asked to find their own strengths. Newly admitted students are selected for Student Council in which students nominate for the post of their interest. Class representative, cultural representative, sports representative, co-curricular representative, and internship representatives are selected by voting method of students.

Multiple mode approach to teaching-learning is adopted by teachers which include experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion, online mode,

etc. for enhancing student learning. *We are conducting project work organized for B.Ed students Mini projects and Major Projects this is an essential element of each program Internship. Our College Participation in Competitions at various Levels For Real-time exposure students are encouraged to participate at the National and International Levels. Conduct Field Visits under different course assignments Faculty identifies and proposes Academically significant Field visits and Surveys.

Continual mentoring is provided by teachers to develop professional attributes in students. Mentoring in a dynamic and collaborative process. Effective mentoring increases student performance and retention of knowledge. Formal and informal mentoring relationships are not just valuable for beginners.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for teaching and learning as classrooms, laboratories, computing equipment, etc. ensuring adequate availability and optimal utilization of physical infrastructure. Classrooms: The college encompasses a sufficient number of well-furnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. Technology Enabled learning facility: The College has ICT Classrooms where the provision of Multimedia learning. Seminar Hall: The College has multiple seminar halls. These halls are regularly used for conducting national/international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc. Tutorial rooms: Separate tutorial rooms are there on the college campus for tutorial lectures, doubt clarification, and special remedial classes for weak and needy students. Laboratories: All laboratories are well equipped with state-of-the-art equipment and facilities. Internet facilities are available on the whole campus including labs, classrooms, library, offices of all Departments, and hostels. The library has 1996 titles covering all major fields of B.Ed. and M.Ed. The library covers an area of 685 sq. ft. with a conference room and ample study space. The central library is air-conditioned. Excellent Resources are available for self-learning at Central Library. Access to library and books from book bank.

Student Support and Progression

The student council of the college works on the following objectives To represent student feelings, opinions, and interests. To give students a share in decision-making? To help in developing potential leaders through leadership workshops and other organizations? To encourage students to participate in college activities? To promote an activity program that & 39;s open to all students? To help students understand and accept their role in the college environment? To develop within students a sense of responsibility for their own conduct or behavior? To develop understanding, respect, and appreciation for cultural differences or similarities? To develop a sensitivity to and awareness of the needs and problems of others? To develop a desirable sportsmanship attitude in students.

The college has an Alumni Association form for building strong bonds between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance, and placement. The Alumni Association of the college is called ADARSHAA.T The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is arranged on the second Saturday of January of every year. Alumni have donated funds to assist the Poor & Merit students of the Institution. Alumni are included as members of the Board of Studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision. Few Alumni gave Guest lecturers to the existing students on some contemporary technological

developments and career guiding focuses.

Governance, Leadership and Management

Shri Bapusaheb D. D. Vispute College of Education has set up with the goal of 'Preparation of effective secondary & higher secondary teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society. All the members of the Institute are enthusiastic, passionate, and dedicated to the emerging needs of the rural society. They want to develop the future generation of the rural area techno-savvy and scientific tempered. The management had made efforts for the all-round development of the students to face the current challenges of modern society.

Vision

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Mission

To promote Teacher Education in Rural Areas, to prepare student teachers effectively to face the challenges of modern society.

Values

Personality Development? Research Attitude? Social & Environmental Values? Ethical Values? Self Efficiency? Women's Empowerment.

In our college, we have a regional management system with control departments and delegate power and responsibility. Decisional processes based on consensus, transparency, UG, and PG. During the bimonthly meetings of the bosses with the Rettore, they discussed important means of daily functioning. The operational autonomy is registered. Both departments plan and carry out their own curriculum and curricular activities with Board approval. Most of the academic and administrative decisions were based on the consensus of administrative heads. As the management and the director are easily accessible, there is freedom to express suggestions that are considered positive. in this way practices decentralization and participative management.

Institutional Values and Best Practices

Energy conservation is the effort to reduce wasteful energy consumption by using fewer energy services. This can be done by using energy more effectively (using less energy for continuous service) or changing one's behavior to use less service Energy conservation can be achieved through efficient energy use, which has some advantages, including a reduction in greenhouse gas emissions and a smaller carbon footprint, as well as cost, water, and energy savings. The college is engaged in energy conservation by reducing the consumption of energy and using minimum energy services. Energy conservation is a way of reducing the quantity of energy used. It may be achieved through efficient energy use or by reducing the consumption of energy services. It is one of the simplest processes to help the world by means of pollution in addition to making use of natural energy. The college has made a strategy for educating students and employees on environmental concerns and sustainability to make the college energy efficient which includes environmental concerns in planning and decision making.

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made a strategy for educating students and employees on environmental concerns and sustainability to make the college energy efficient which includes environmental concerns in planning and decision making.

Research and Outreach Activities

The institution has a good mechanism for developing and sensitizing students to social issues by planning, implementing, and evaluating the activities. The student visits neighboring localities and conducts various activities regularly. Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last many years. The institution organizes different activities under internship programs and community work to reach the unreached. Community engagement helps students become more informed, compassionate, and responsible members of the Society and continue to contribute throughout their lives.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADARSH SHIKSHAN PRASARAK MANDAL'S SHRI BAPUSAHEB D.D. VISPUTE COLLEGE OF EDUCATION
Address	ADARSH, PLOT NO 41, SECTOR 15, NEAR RAILWAY STATION, NEW PANVEL, DIST- RAIGAD
City	Panvel
State	Maharashtra
Pin	410206
Website	www.visputeeducation.info

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SEEMA KAMBLE	022-27462886	9921709207	022-27462889	visputeeducation2004@gmail.com
IQAC / CIQA coordinator	PRITESH RAMA WADHE	022-9930394475	9930394475	022-27462889	prwadhe@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		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ADARSH, PLOT NO 41, SECTOR 15, NEAR RAILWAY STATION, NEW PANVEL, DIST- RAIGAD	Urban	1500	2500

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,Teacher Education,E DUCATION	24	Graduation	Marathi	50	50
PG	BEd MEd,Teacher Education,E DUCATION	24	B.Ed. or D.Ed. plus Graduate	Marathi	50	35

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	2				2				14			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	2				2				11			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				14			
Recruited	1	1	0	2	1	1	0	2	7	7	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	0	0	0	0
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	6	6	0	12
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	1	0	1	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	1	0	2	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	46	4	0	0	50
	Others	0	0	0	0	0
PG	Male	1	1	0	0	2
	Female	28	5	0	0	33
	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	1	3	3	0
	Female	9	4	7	13
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	8	16	13	9
	Others	0	0	0	0
General	Male	12	9	5	2
	Female	69	68	70	60
	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	85

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As a teacher education is a multidisciplinary education approach. It has connections and applications with different subjects of different academic disciplines. The B.Ed. Course and M.Ed. course has an interdisciplinary approach. There are many core courses, tool courses, optional courses, and elective courses are belongs to the different academic disciplines.
2. Academic bank of credits (ABC):	Academic bank of credits is a basic requirement of futuristic education. As per the UGC guidelines and NEP 2020 it becomes mandatory for all our students. So, all students are informed and aware of the benefits of the same and asked to create an ABC

	<p>Account. The message in vernacular and English language is made and shared in the respective student's group.</p>
<p>3. Skill development:</p>	<p>As generally most student-teachers belong to the rural region they are lacking in some basic skills, and the college is located close to Navi Mumbai and Mumbai region the basic skills are needed to be developed. Thus, Skill development is a major aspect of teacher education, as teacher education is a professional education and teachers suppose to acquire various skills for professional development. This can be developed through the various activities designed in the curriculum and conducted accordingly in the college. Apart from this the college also conducts various value-added courses for the development of professional and academic skills such as: Language Proficiency Technical Proficiency Hands-on ICT instructional strategy Cyber Security Craft making Workshop Research Skill Thus, the internal experts and external experts are called upon for conducting the same.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>While registering for college Marathi Language was registered but as per the university and cet cel policy students from English and Hindi Medium can opt for the same medium of the language they want. Therefore, the college is using all three mediums (Marathi, English, and Hindi) for the instructional process. As our students are get enrolled from different parts of India hence, this appropriate action was taken for the same. The College celebrates all local and national days to celebrate the college for national integration and integration of curricular aspects and co-curricular aspects. Real knowledge integration can be achieved through this activity. Sharing and imparting knowledge to the student-teacher in such a way they can understand a class better. Multilingualism and Diversity in the Indian Classroom is the key aspect of designing the curriculum of Teacher Training. The college also organises cultural activities to integrate local-tonational and local-to-international knowledge integration. The students are also motivated to present their culture through cultural activities and day-to-day programs.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college always keeps focusing on Outcome Based Education as per its vision, mission, and</p>

	<p>objectives. The college regularly organises the curricular and co-curricular activities for the fulfillment of the goals of the institute. Similarly, the teaching and learning process is conducted as per the course outcomes against the institutional and curriculum. The following outcomes have been observed: The desired result has been received from the courses run in the institution. The maximum number of women from rural areas get benefitted and become good teachers. The aptitude of the teachers who pass out from college is more acceptable in the industry. The student-teacher gets real-life exposure to the school environment. The student-teacher from our college is most demanded in the different boards of schools. The shape of personality and holistic development is the key aspect of our student-teacher. Therefore, grants have been received for conducting seminars and workshops from NAAC, National Commission for Women, ICSSR and MGNCRE. The mouth publicity and well knowingness in the market keeps our admission full every year.</p>
<p>6. Distance education/online education:</p>	<p>Though the college is traditional in nature, for the strengthening of students' understanding, ease to do education, easy access, and in the pandemic situation college has shared e-content through social media and online platforms. Also, the college uses Blended Method as per students' requirements. The college has paid version of Zoom and also uses other online platforms for the teaching-learning process. Teachers are trained for the same via training and workshops conducted by the college. As a result, students are happy to learn and get benefit from these services. The college also offers distance education DSM and B.Lib. & I Sc. courses of Yashwantrao Chauhan Maharashtra Open University, Nashik for School Teachers, Supervisors, and HM/Principal.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. Shri Bapusaheb D.D.Vispute College of Education, New Panvel had established Electoral Literacy Club in the year 2016 to provide a platform to engage B.Ed. and M.Ed. students in activities and hands-on experience to sensitize them about their electoral rights and familiarize them with the</p>
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	<p>electoral process of registration and voting. This club conducts awareness programmes in Coordination with IQAC for society through street plays, seminars and workshops under the guidelines of District Collector (District Election Officer (DEO) & Electoral Registration Officer(ERO) of Raigad district and officers appointed under Panvel Municipal Corporation</p>
<p>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?</p>	<p>Yes College has appointed two faculty members as faculty coordinator and two students coordinators each from B.Ed. & M.Ed. programmes Name of the Faculty Co-ordinator's 1. Mr. Vinayak Vishnu Lohar, Assistant Professor 2. Dr. Pritesh Rama Wadhe, Assistant Professor Name of the students co-ordinator 1. Mrs. Kirti Shisodiya M.Ed. student 2. Ms. Falguni Pagare B.Ed. student ELC is functional from the year 2016 and organizing different activities and programmes as per the guidelines of UGC, Election Commission of India & State Election Commission Functions of Electoral Literacy Club of the college 1. To promote awareness of 'Right to vote' among students, faculty members and community at large. 2.To discuss on issues related to election rights, democracies and its processes. 3. To educate the future voters about enrolment, and other electoral process like EVM/VVPAT. 4.To develop a sense of responsibility among students for electoral participation 5. To conduct various activities and programmes in rural and urban areas for sensitizing people about their participation and importance as a voter in election process.</p>
<p>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.</p>	<p>1. Conducted Voter Registration camp for the eligible students in the campus. 2. Voter awareness camp conducted at various places of Raigad district 3. Voter awareness camp conducted for graduate & teachers constituency of Kokan Division and Nashik Division of Maharashtra 4. Voter awareness guest lectures conducted for in-house students in collaboration with state election commission of Maharashtra 5. street plays and workshops conducted at the time of state assembly elections and Lok sabha elections</p>
<p>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</p>	<p>Online and Offline registrations of the Graduate state legislative council election voters of Nashik graduate constituency. Online and Offline registrations of the teachers state legislative council election voters of</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>Nashik graduate constituency. Survey study initiated to find out the reasons of less voting for graduate and teacher state legislative councils Online and Offline registrations of the Graduate state legislative council election voters of Nashik graduate constituency Created content for awareness of electoral rights among college students and rural society members interviews of state election officers in the form of questions and answers Prepared a research proposal to check the attitude of graduates and college towards voting</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>voters registration drive conducted at senior colleges nearby for the students who are above 18 years.</p>

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
85	100	100	100	84
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	25	23	19	18
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	88	94	81	68
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	82	89	79	59
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
85	100	100	100	84
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	16	16	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	18

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
30.57	30.61	33.60	16.35	30.95

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

- The institute follow the guidelines for curriculum as advised by the University of Mumbai The college has set up a committee for planning, implementation, and review of the cur formed in the institute for regular follow-up, mentoring, and reviewing the procedure o overall development of student teachers, which gives suggestions on curriculum planning a Innovative methods of teaching, integration of ICT in the teaching-learning process, developing social skills, cooperative skills, leadership quality, and professional comp The institute also provide the environment to students for develop the social skills, co-operative skills, leadership quality, and professional competency through various activities for revising the curriculum execution.
- The college has set up a committee for planning, implementation, and review of the curriculum under the leadership of the principal of the college. The institute follows the guidelines for curriculum as advised by the University of Mumbai. The curriculum planning committee was also formed in the institute for regular follow-up, mentoring, and reviewing the procedure of applying. The curriculum planning committee held some meetings at regular time intervals to do all the evaluations regarding the curriculum. Curriculum plays the most important role in the overall development of student teachers,which gives suggestions oncurriculum planning and implementation.Committee also plans an academic calendar for the whole session with IQAC. The committee plan and emphasizes the execution of activities like group discussions, debate, innovative methods of teaching, integration of ICT in the teaching-learning process, effective presentation skill development methods, webinars, seminars, and workshops regarding different relevant topics of the syllabus.The institute also provides an environment for students for developing social skills, cooperative skills, leadership quality, and professional competency through various activities. For revising the curriculum execution committee takes feedback from students, teachers, and stakeholders at regular intervals.
- The institution provides opportunities for students to acquire and demonstrate knowledge, skills, values, and attitude related to various learning areas. Which provide positive effects both in terms of education and sect oral development according to courses in critical thinking, communication skill, collaboration with others, etc. offered by the Institution.The internal competitions were organized between the kulas, which acts as the development of interest and teamwork attitude between the students. The college has contacts with more than 20 practicing schools in the town and nearby villages. The sister institute of the institute is also started a new school in Vichumbe-Devad village. Practice-teaching lessons continue into two semesters and imparting of practice teaching skills starts in I semester through the practice of micro-teaching skills, simulated lessons, integrated lessons, exhibition of teaching aids, model lessons by lecturer, lectures & counseling on improving handwriting & blackboard writing, teaching practice in school and observation of lessons. Apart from this students have to complete two semesters of other curriculum activities

i.e. seminars, open book assignments, essays, computer-assisted instructions (CAI), projects, content tests, experiments in psychology, community work, internship, etc. which are add-on courses for the development of confidence.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Paste link for additional information	View Document

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 48.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
08	09	08	08	08

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

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

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

1.2.2

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

Response: 1

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

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

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

1.2.3

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

Response: 50.11

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

2023-24	2022-23	2021-22	2020-21	2019-20
85	100	50	0	0

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

1.2.4

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

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

Response: D. Any 1 of the above

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

1.2.5

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

Response: 17.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
83	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution provides opportunities for students to acquire and demonstrate knowledge, skills, values,

and attitudes related to various learning areas. Which provides positive effects both in terms of education and sectoral development according to courses in critical thinking, communication skills, collaboration with others, etc. offered by the Institution. The internal competitions were organized between the kulas, which acts as the development of interest and teamwork attitude between the students. The college has contacts with more than 20 practicing schools in the town and nearby villages. The sister institute of the institute is also started a new school in Vichumbe-Devad village. Practice-teaching lessons continue into two semesters and imparting of practice teaching skills starts in I semester through the practice of micro-teaching skills, simulated lessons, integrated lessons, exhibition of teaching aids, model lessons by lecturer, lectures & counseling on improving handwriting & blackboard writing, teaching practice in school and observation of lessons. Apart from this students have to complete two semesters of other curriculum activities i.e. seminars, open book assignments, essays, computer-assisted instructions (CAI), projects, content tests, experiments in psychology, community work, internships, etc. which are add-on courses for the development of confidence.

The college has set up a committee for planning, implementation, and review of the curriculum under the leadership of the principal of the college. The institute follows the guidelines for curriculum as advised by the University of Mumbai. The curriculum planning committee was also formed in the institute for regular follow-up, mentoring, and reviewing the procedure of applying. The curriculum planning committee held some meetings at regular time intervals to do all the evaluations regarding the curriculum. Curriculum plays the most important role in the overall development of student teachers, which gives suggestions on curriculum planning and implementation. Committee also plans an academic calendar for the whole session with IQAC. The committee plan and emphasizes the execution of activities like group discussions, debate, innovative methods of teaching, integration of ICT in the teaching-learning process, effective presentation skill development methods, webinars, seminars, and workshops regarding different relevant topics of the syllabus. The institute also provides an environment for students to develop social skills, cooperative skills, leadership quality, and professional competency through various activities. For revising the curriculum execution committee takes feedback from students, teachers, and stakeholders at regular intervals. The institution provides opportunities for students to acquire and demonstrate knowledge, skills, values, and attitude related to various learning areas. Which provide positive effects both in terms of education and sectoral development according to courses in critical thinking, communication skill, collaboration with others, etc. offered by the Institution. The internal competitions were organized between the kulas, which acts as the development of interest and teamwork attitude between the students. The college has contacts with more than 20 practicing schools in the town and nearby villages. The sister institute of the institute is also started a new school in Vichumbe-Devad village. Practice-teaching lessons continue into two semesters and imparting of practice teaching skills starts in I semester through the practice of micro-teaching skills, simulated lessons, integrated lessons, exhibition of teaching aids, model lessons by lecturer, lectures & counseling on improving handwriting & blackboard writing, teaching practice in school and observation of lessons. Apart from this students have to complete two semesters of other curriculum activities i.e. seminars, open book assignments, essays, computer-assisted instructions (CAI), projects, content tests, experiments in psychology, community work, internships, etc. which are add-on courses for the development of confidence. The institution provides the students with varied learning the utility and applicability of the content to different school systems, communities, and life through the core, interdisciplinary, and pedagogy courses. The student teachers are trained with ICT-enabled teaching-learning processes, action research, and dissertations, creating learning resources by their teacher educators as mentors. The 18 weeks of internship and 2 weeks of community-related work exposed them to inter and soft skills to enhance professionally relevant understandings and consolidate these into their professional acumen. The students are also trained in resume writing, interview etiquette, and facing interview panels with

confidence. Students are given counseling and value-based courses to develop their oral, spiritual, and emotional well-being including on the Sports and on entrepreneurship skills.

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

1.3.2

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

Response:

The institution familiarizes students with the diversities in school system in Indian as well as international and co among them Assessment systems Norms and standards State-wise variations International and comparative perspe The institution provides varied off-campus learning experiences through various visits internship activities scheduled for field visits.The institute organizes induction program various activities during the internship. The institution also asks B.Ed. and M.Ed. student During the internship program, students are assessed on the basis of diary prepared (lesson plan ,seasonal work) by the students and internal exam from this other activities are also conducted to evaluate the students like Daily Lesson Plan- A Lesson Plan is a teacher's.

Diversity in Indian schools can be seen in the many ways that students and teachers interact with each other and learn from one another, including:

- **Cultural heritage**

Schools can teach students about India's rich cultural heritage, and help them feel comfortable with students from different backgrounds.

- **Academic performance**

Inclusive and diverse schools can help students perform better academically.

- **Cultural competence**

Students who experience different cultures and perspectives are more likely to develop cultural competence.

- **Empathy and understanding**

Inclusive and diverse schools can help students develop empathy and understanding for others.

- **Student diversity**

The higher education sector in India is growing, and more students from disadvantaged groups are enrolled.

- **Classroom reform**

Some schools have experimented with innovative ways to change the classroom environment, including methodology, teacher roles, and classroom organization.

The institution provides varied off-campus learning experiences through various visits and activities. The action plan indicating the way students are familiarized with the diversities in the Indian school system was followed. The students are monitored and guided as per the internship activities scheduled for field visits. The institute organizes induction programs and guidance programs about various school systems and activities at schools by inviting school experts. The semester-wise B.Ed. and M.Ed. students are following the syllabus for conducting various activities during the internship. The institution also asks B.Ed. and M.Ed. students for research data collection to visit various schools. The education management course is also been taught to the B.Ed. and M.Ed. students which covers all above said points.

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

1.3.3

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

Response:

The institution provides the students with varied learning the utility and applicability processes, action research, and dissertations, creating learning resources by their tea these into their professional acumen. The students are also trained in resume writing, interview etiquette, and facing interv add to the allaround development of the student teachers to face the professional work Student teachers participate in block

teaching and play a teacher's role in real situation and conduct different classroom activities, assembly arranging, sports events and annual day celebrations etc. Various activities like self awareness, social activities, motivational lectures, debate competitions, group discussions, quiz competition etc.

The institution provides the students with varied learning the utility and applicability of the content to different school systems, communities, and life through the core, interdisciplinary, and pedagogy courses. The student teachers are trained with ICT-enabled teaching-learning processes, action research, and dissertations, creating learning resources by their teacher educators as mentors. The 18 weeks of internship and 2 weeks of community-related work exposed them to inter and soft skills to enhance professionally relevant understandings and consolidate these into their professional acumen. The students are also trained in resume writing, interview etiquette, and facing interview panels with confidence. Students are given counseling and value-based courses to develop their oral, spiritual, and emotional well-being. Sports, indoor games, and annual day programs truly add to the all-around development of the student teachers to face the professional world of teaching.

Teacher education programs often include a variety of curricular experiences, such as:

- Foundational knowledge: Teacher education programs cover the philosophy, history, psychology, and sociology of education.
- Research-based practices: Teacher education programs focus on research-based practices, such as classroom management, formative assessment, and instructional strategies.
- Microteaching and clinical experience: Teacher education programs may include microteaching and clinical experience.
- Field experiences: Teacher education programs may include field experiences.
- Work-integrated learning: Teacher education programs may include work-integrated learning.
- Competitions and events: Teacher education programs may include competitions and events related to teaching, such as quizzes and teaching plan competitions.

The college prepares academic calendars for B.Ed and M.Ed. programmes separately. The timetable of both the programs are prepared accordingly . Then teacher plans their subject plans in advanced for better delivery of curriculum transaction. Teaching learning process is monitored by the Principal of the college. All the teachers are instructed to follow constructivism based innovative teaching methods like co-operative learning, experiential learning, collaborative learning, participative learning in their daily teaching. The college has given advice to faculty members to use ICT based tools for teaching purpose as well as suggested to motivate students for self learning with the help of open educational resources.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 93.8

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

2.1.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	25	23	19	18

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

2.1.3

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

Response: 0

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The assessment process is in place at the 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 is as follows: B.Ed. and M.Ed done by Maharashtra Common Entrance Test (CET). In the CET syllabus mental ability, general knowledge, and teacher aptitude are included in this part. The student's goal for a teacher so this ability develops. Newly admitted students take interviews. In this interview, students express their hobbies and interests. Every student introduces himself. Teacher's assesses the students in this interview. Then teachers ease the student's various responsibilities. Many students are frightened and don't express their abilities. In opening the program students familiar with all teaching staff and all students. CET provisional letter and CET marks introduce students' abilities.

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

2.2.2

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

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

Response: B. Any 4 of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 7.08

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion, online mode, etc. for enhancing student learning as follows: Shri. Bapusaheb D.D. Vispute College of Education uses various teaching methods in B.Ed. and M.Ed. courses while teaching in B.Ed. course lecture come discussion method is used as well as the question and answer method is used for some components. The project method is also used, cooperative learning is used, brainstorming technique is also used, and problem-solving teaching method is used, while various methods are used for M.Ed. For M.Ed. students maximum seminar presentation method is used as well as co-operative teaching method is used Question paper is also used brainstorming technique is used. Multimodal learning in education means teaching concepts using multiple modes. Modes are channels of information, or anything that communicates meaning in some way, including:

Pictures

- Illustrations
- Audio
- Speech
- Writing and print
- Music
- Movement
- Gestures
- Facial expressions
- Color
- Multiple approaches to teaching-learning allow the teaching-learning process to keep pace with current and future developments. Use of experiential learning, inquiry-based learning, case-based instruction, problem-based learning, individual/group project-based learning, discovery learning, practical work, enhanced technology use and integration- including the use of digital and e-learning technologies and resources, online platforms and methods improve teaching-learning-assessment processes. Field-based learning and visits to industrial or other research facilities etc., help in deduction based learning. The following pedagogies emphasize constructive learning and active involvement of the learners in their learning journey, fulfilling the need of 21st Century learning environment. (i) Flipped classroom pedagogy: It is an innovative pedagogical approach based on the constructivist school of thought. It is based on the blended form of learning with an emphasis on the 21st Century skills such as Creating, Evaluating and Analysing in the form of activity-based learning in the classroom wherein the interaction between student and teacher takes place in a flexible learning environment and culture. (ii) Art Integrated Learning Pedagogy: It is a joyful and experiential learning pedagogy. It is about identifying the needs and potential of the learners and nourishing them to provide holistic growth. The students actively participate in the process of learning wherein they explore, develop and express their understanding and creative

output using various arts forms and makes connections across curricula. (iii) Project-based Learning Pedagogy: It is pedagogy of reflective practice and collaboration wherein students connect the concepts with real-life situations so that it could promote lifelong learning and 21st -Century skills using an online platform for engagement of learners. (iv) Cutting Edge Pedagogy: It is pedagogy of learning with innovation and problemsolving skills, wherein students are engaged using Technology. The diverse needs of the learners are catered to using digital and technological platforms such as pear deck for interactive online/digital learning. 17 (v) Critical Pedagogical Approach: This approach emphasizes enhancing the learners' critical thinking skills by raising questions such as what they are learning and why they are learning,

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

2.3.2

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

Response: 16.67

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

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

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

2.3.3

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

Response: 117.65

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: 100

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

2.3.4

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

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

Response: C. Any 2 of the above

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

2.3.5

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

Response:

Continual mentoring is provided by teachers to develop professional attributes in students. In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing, and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides, and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Professors mentor the students continuously. Mentoring in assembly presentations, whole lectures, mentor lesson guidance, various activities, and internal and external exams. Mentor the student's every work and activity in college. The most important thing in B.Ed. and M.Ed. courses developing teaching skills. Professor's mentoring the students in internship's whole activities. Mentor in practice lessons, and conduct school assemblies and school activities. Conduct school student's exams. Teacher mentoring programs are now perceived as an effective staff development approach for beginning teachers. The University of Mumbai conducts B.Ed. course. In this year 5 mentors of B.Ed. students, prepare five groups, each group with 10 students allotted. All the professors are guiding the students for various things. After admission to B.Ed. students are guided about the curriculum. The program is guided by assembly in a mentoring group in assembly national anthem, prayer, pledge, special news, parables, and quizzes. The students are prepared by giving an instruction to the students as well as how to use the various steps of the lesson properly. Students are well guided by the faculty on how to use visual and audiovisual aids in a proper way. Co-curricular activities are to be presented by one group. Each group is given the responsibility of the program. In the various activities that are conducted in the colleges, the students participate in groups. For these various activities, the students are guided according to these groups. Each group is given the responsibility of one program. All these programs are conducted by the students themselves keeping in mind the interests of the students, The responsibilities are given to the students in such a way that the professors are guiding the students in these groups for community work, these groups also work like these groups. Professors also do remedial teaching in these groups. Professors guide students by spending more time on subjects in which students are lagging behind. Professors prepare students in groups. If a student is behind in a subject, such a student is guided or a group of students who are behind in studies are guided from time to time. The progress of the students in the group is checked. The progress is checked according to the session. In each session, the professor reviews the progress of each student. According to which students have scored low marks in which subjects, the students are prepared or given specific guidance to score in that subject. Marks in written and practical tests of students are reviewed. The percentage of marks of students in each area is observed. The graph of marks of students should rise as per session. Progress report of students is presented to

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

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

The college prepares academic calendar for B.Ed and M.Ed. programmes saperately. The time table of both the programmes are prepared accordingly . Then teacher plans their subject plans in advanced for better delivery of curriculum transaction. Teaching learning process is monitored by the Principal of the college. All the teachers are instructed to follow constructivism based innovative teaching methods like co-operative learning, experiential learning, collaborative learning, participative learning in their daily teaching. The college has given advice to faculty members to use ICT based tools for teaching purpose as well as suggested to motivate students for self learning with the help of open educational resources. Two

cases 1. Stress Management Session Due to the coronavirus pandemic, many programs were conducted online. Students were guided by experts on stress management. This lecture was organized to manage the stress that students face due to various types of problems such as academic social personal Due to the coronavirus epidemic, the mental condition of the students had deteriorated; the college organized such a lecture to relieve the stress of the students and to build confidence among them.

Social Service : B.Ed curriculum includes community work in the first and fourth semesters In this, a six-day camp for the students is conducted, In this camp; various talents of the students are developed. Students are made aware of physical hardship but due to corona epidemic in 2020 social service was conducted online in which students were guided for various activities, Students were asked to do various activities like mask distribution, sanitizer distribution, one bottle of water, social cleanliness, students were to carry out all these activities in their surrounding area. In that way, the students carried out this activity and sent their photos to the college, so the project of community work was completed. Problem-based practices and innovative lesson/educational resource design. The exercise offers opportunities for innovation, critical thinking and creative planning. Student Council The students of the student council assist in sharing ideas, interests, and concerns of other students with teachers and school administrators. They also often help fund school-wide activities, including community events, community projects, outreach, and school reform. Enrolling as a student council is more than just management and teamwork skills, but it can assist a student to build memories, build relationships, and learn about personal goals. The benefits of being a member of the student council include: students can improve their reading Understand and digitize school operations with Teachmint and its features like the homework app for efficient school management. and writing skills, gain experience in public speaking, and learn how to make a positive impact in your school and community. It also provides opportunities to meet new friends and work with diverse people. Students should be very responsible towards their duties, who are willing to work hard should only apply for it. As a member of the student committee, students will be called to serve on behalf of the concerns of other students. The council does not have the right to change policies and is only intended to express the views of students. It is a community-based student organization dedicated to cultivating school spirit and leadership among students. The students who participate on committees at all levels adhere to high standards of personal conduct. The goal of the student committee is to provide a democratic format for students to address school-related issues that affect their lives, maintain open communication between students and staff, teach students the duties and responsibilities, and have good behavior in the school and college . The student council has various roles, such as organizing school activities, like prom. The student council is also responsible for handling philanthropic fundraisers, like blood drives or taking donations. Overall, the student council aims to make positive changes that benefit the students, school, and community. There are many benefits of a student council. For example, the student council teaches young people effective leadership skills. It also teaches young people how to give back to the community and help those in need. A strong student council is one that includes students who have good grades and are positive role models. Additionally, effective communication and teamwork skills between student council members can make a student council strong. It is just as important to have an adviser who provides council members with guidance. Objectives of Students Council • To represent student feelings, opinions, and interests. • To give students a share in decision making. • To help in developing potential leaders through leadership workshops and other organizations. • To encourage students to participate in college activities. • To promote an activity program thats open to all students. • To help students understand and accept their role in college environment • To develop within students a sense of responsibility for their own conduct or behavior • To develop understanding, respect, and appreciation for cultural differences or similarities. • To develop a sensitivity

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

- 1. Formulating learning objectives**

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Shri. Bapusaheb D.D. Vispute College of Education, affiliated to the University of Mumbai. In B.Ed. and M.Ed. curriculum includes Project based Based Courses (PC). Mumbai University gives in B.Ed. syllabus internship program conducted for 3 semesters. Semester II three-week internship, Semester III eleven-week internship, and Semester IV four-week internship. College select of school for internship nearby college. First internship in-charge teacher takes permission from the school principal and gives information about internship activities. Students group prepare no. of school, students distribute the group method and medium of language. Teachers give orientation about internships for the students. Teachers guide lesson plan steps, micro-teaching skills, observation skills, core elements, moral values, life skills, teaching methods, objectives, specifications, etc. The internship mentor teacher guides to practicing lesson timetable, school provide period then the group leader assigns the period to other students. Teachers mentor these students and observe the lesson and their behavior. Teachers evaluate the different criteria. Through internship develop students' teaching skills.

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

2.4.9

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

Response: 22

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

Response: 4

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Shri. Bapusaheb D.D. Vispute College of Education, affiliated to the University of Mumbai. In B.Ed. and M.Ed. curriculum includes Project Based Courses (PC). Mumbai University gives in B.Ed. syllabus internship program conducted for 3 semesters. Semester II three-week internship, Semester III eleven-week internship, and Semester IV four-week internship. College select of school for internship nearby college. The first internship in-charge teacher takes permission from the school principal and gives information about internship activities. Students group prepare no. of school, students distribute the group method and medium of language. Teachers give orientation about internships for the students. Teachers guide lesson plan steps, micro-teaching skills, observation skills, core elements, moral values, life skills, teaching methods, objectives, and specifications, etc. The internship mentor teacher guides to practicing lesson timetable and, school provide period then the group leader assigns the period to other students. The teacher mentors this student and observes the lesson and this behavior. Teachers evaluate the different criteria. Through internship develop students' teaching skills.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 80

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

2.5.2

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

Response: 20.83

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

Response: 3

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

2.5.3

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

Response: 1.31

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

Response: 17

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The Teachers put forth efforts to keep themselves updated professionally throughhouse discussions on current developments and issues in education andShare information with colleagues and with other institutions on policies and regulations are discuissed as follows: Shri. Bapusaheb D.D. Vispute College of Education conducts various programs organized for the academic development of the professors It is also sent to university syllabus orientation. National, and international seminar was arranged by the college. Teachers attend different online courses. Many teachers enroll for Ph.D. Teachers actively participate in the University orientation program. Teachers participate and present the research paper in seminars. Many teachers go to another college for guest lectures. Professors motivate the teaching skill development for various programs. Professors attend national international-level seminars and

workshops.

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

2.6 Evaluation Process

2.6.1

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

Response:

Evaluation is a unique component and pillar of the education process. Internal assessment is the process in which the teachers and schools judge the student's performance on the basis of his performance. Also, this process does not involve any outside person for assessment. The subject teacher prepares these assessments. Evaluation is done internally and externally. Continuous evaluation in the internship period. Practice Teaching observation, Students conduct various activities in an internship. B.Ed. Evaluation Bachelor of Education course total marks of 1800. Internal marks 1080 and external marks 720. External marks 720 for all theory papers and internal practical work. 12 papers are University papers, each paper 60 marks. Each core course assignment is given 20 marks. Different assignments in core course and pedagogy of school subject, interdisciplinary course, elective course. Practical work in Ability Course Critical Understanding of ICT (Sem I) and Reading and Reflecting on Text (Sem IV). Sem I Internal marks - 220 Sem-II Internal marks - 220 Sem III Internal marks - 320 Sem IV Internal marks - 320 Total Marks - 720 Sem I Internal marks - 220 Assignments 60 Marks Class Test 45 Marks Essay Test 15 Marks Ability Course 50 Marks Project Based Course 50 Marks Sem II Internal marks - 220 Assignments 30 Marks Content Test 30 Marks Class Test 45 Marks Essay Test 15 Marks Project Based Course 100 Marks Sem III Internal marks - 320 Assignments 60 Marks Class Test 45 Marks Essay Test 15 Marks Project Based Course 200 Marks Sem IV Internal marks - 320 Assignments 60 Marks Class Test 45 Marks Essay Test 15 Marks Ability Course 50 Marks Project Based Course 150 Marks M.Ed. Evaluation Master of Education course total marks of 1700. Internal marks 1000 and external marks 700. External marks are 700 for all theory papers and internal practical work. 13 papers are University papers, and each paper has 60 marks. Sem I Internal marks - 160 Assignments 40 Marks Seminar Presentation 40 Marks Class Test 40 Marks Essay Test 40 Marks Sem-II Internal marks - 160 Assignments 30 Marks Seminar Presentation 30 Marks Class Test 30 Marks Essay Test 30 Marks Internship Work 40 Marks Sem IV Internal marks - 220 Assignments 20 Marks Seminar Presentation 20 Marks Class Test 20 Marks Essay Test University of Mumbai, Master of Education course total marks of 1700. Internal marks 1000 and external marks 700. Bachelor of Education course total marks of 1800. Internal marks 1080 and external marks 720. Most important in internal assessment. Continue internal evaluation for the whole two years. This evaluation by assignments, essay tests, class tests, content tests, project-based courses (internship), ability courses, and audit courses. B.Ed. Course Internal Evaluation Theory - Assignments, essay tests, class tests, content tests. Project-based course- conduct internship, community work, and

cocurricular activities. Ability course – Understanding of ICT and Reading & Reflecting on Text. Audit Course – Different Assignments. M.Ed. Course Internal Evaluation Class Test, Open Book Test, Research Dissertation, Seminar Presentation.

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

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

In Mumbai University examination pattern semester wise. One batch of students faced a four-semester exam. So many issues in the examination process. From declare the timetable to get the final result. College-level exam committee faced every problem and solved this. Pre-Examination Grievances: Hall ticket-related grievance. University timetable-related grievance. PRN-related grievance. Seat number-related grievance. Student's photo/sign/name/method-related grievance. Exam center related. Post-Examination Grievances: Hard copy of result provided by university grievance. Internal marks related grievance. Convocation certificate-related grievance. Re evaluation grievance. Answer sheet Photocopy. Internal and External marks related to the grievance.

The college is having its own Grievance Redressal Committee to address grievances and complaints regarding academic activities, physical facilities, administrative services, Library and other support services and issues pertaining to individual as well as collective problems. The Grievance Redressal Committee is a strictly confidential cell functioning effectively to acknowledge the genuine grievances of students in academic, administrative, student services and other related student related areas. Suggestions dropped in the grievance box are handled by the Principal who heads the Grievance Redressal Committee. This enables in the creation of a more student-sensitive environment, better stakeholder relationships and a congenial teaching-learning atmosphere. Grievance Redressal Committee collects grievances, complaints and suggestions through suggestion box as well as in oral communication with office administration. In case, if a person is unwilling to appear in front of committee, he/she may drop a complaint in suggestion box.

Objectives

- To encourage the students to express their grievances and problems freely and frankly, without any fear of being victimized.
- Advising all staff to be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.
- To co-ordinate between students, teachers & administration to redress the grievances.
- To guide ways and means to students in order to redress their problems.
- To create an atmosphere where students of the College respect the right and dignity of one another and show utmost restraint and patience whenever any occasion of rift arises.
- To develop camaraderie amongst students and to refrain from inciting Students against other Students, Teachers and College administration

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

2.6.4

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

Response:

The institution adheres to the academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to the academic calendar for the conduct of Internal Evaluation in the institution is done as follows: The institution adheres to the academic calendar for the conduct of Internal Evaluation. The academic calendar is the most important thing in the academic year. In academic calendar displays the whole year's tentative planning. Through academic calendar internal and external work planning. Academic calendar mirror of this year's workout. In the academic calendar the pre-plan of the theory period, practical period, working days, cultural activities, internal exams, educational visits, and competitions. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests,s and semester examinations.In the academic calendar pre plan of the theory period, practical period, working days, cultural activities, internal exams, educational visits, and competitions. The student’s academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests, and semester examinations. Shri. Bapusaheb D.D. Vispute College of Education, New Panvel affiliated to the University of Mumbai. In this college conduct of Bachelor of Education (B.Ed.) and Master of Education (M.Ed.), courses are training courses. College prepared academic calendar each year separately. Prepared the academic calendar to start before the academic year. In this academic calendar include all things related to this course. A proper plan for every internal exam. In B.Ed. and M.Ed. courses four semesters, each semester plan class test, essay test, content test. In the academic calendar include all internal tests properly. Conduct this exam in every semester. This years plan displays all faculties because all professors complete our subject syllabus and practical work. The academic calendar is very important and in this, all the exams are planned in a proper manner during the year due to this planning every professor gets important information about the exam to be conducted for his subject so that all the professors complete the syllabus of their subject on time. As the exams are well planned, all the work is done properly, exam preparation is also done, question papers are also prepared for the exam, question paper preparation is planned, and students are also given advance instructions regarding the exam. Students also prepare for the exam. Due to the advance instructions given to the students regarding the exam, the students prepare accordingly and take the exam properly. Even after the examination, the paper-checking marking scheme in the examination also makes all the work easier for the professors. Proper planning of exams also helps to plan other things properly Due to the sectional system internal exams are conducted frequently Planning these exams properly in the academy calendar allows enough time for each work Faculty also gets the required time for evaluation. So colleges prepare the academic calendar properly and include all things related to this course.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Shri.Bapusaheb D.D. Vispute College of Education has a well-planned and systematic process of collecting and evaluating data on program and course learning outcomes and uses them to overcome the barriers to learning. College conduct In B.Ed. and M.Ed. course conducts different seminars, cultural activities, and group discussion session. Micro teaching skill develops in workshop mode. Teachers guide to students' peers' lesson observation, Perspective teachers guide lesson plans and practice lessons. The college arranges SET/NET guidance workshops. In B.Ed. course assignments in psychology give psychological tests and psychological experiments. Improvement language skills, conduct SWOT analysis. Self-awareness program. Self Study, and conduct seminar on syllabus. Conduct campus interviews, and arrange art craft workshops. Course/Activity Learning Outcomes (CLOs) are specific takeaways from a course or activity that students are meant to apply in futuresettings. Program Learning Outcomes (PLOs) are the knowledge, skills, and dispositions that are specific to a particular program/department. PLOs represent the big picture of a program/department by depicting broad aspects of desired student capabilities and reflecting the key distinguishing characteristics of the transition from student to professional/practitioner. The college has a well-planned and systematic process of collecting and evaluating data on program and course learning outcomes and uses them to overcome the barriers to learning. The college conducts different seminars, cultural activities, and group discussion sessions. Micro teaching skills develop in workshop mode. Teachers guide students' peer's lesson observation, Perspective teachers guide lesson plans and practice lessons. The college arranges SET/NET guidance workshops. In assignments of psychology psychological tests and psychological experiments. Improvement language skills, conduct SWOT analysis. Self-awareness program. Self Study, and conduct seminar on syllabus. Conduct campus interviews, and arrange art craft workshops.

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

2.7.2

Average pass percentage of students during the last five years

Response: 73.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	82	89	79	59

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

2.7.3

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

Response:

Shri.Bapusaheb D.D. Vispute College of Education has a well-planned and systematic process of collecting and evaluating data on program and course learning outcomes and uses them to overcome the barriers to learning.College conduct In B.Ed. and M.Ed. course conducts different seminars, cultural activities, and group discussion session. Micro teaching skill develops in workshop mode. Teachers guide to students' peers' lesson observation, Perspective teachers guide lesson plans and practice lessons. The college arranges SET/NET guidance workshops. In B.Ed. course assignments in psychology give psychological tests and psychological experiments. Improvement language skills, conduct SWOT analysis. Self-awareness program. Self Study, and conduct seminar on syllabus. Conduct campus interviews, and arrange art craft workshops.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 96.59

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 85

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

2.7.5

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

Response:

Shri. Bpusaheb D.D. Vispute College of Education Run by B. Ed. and M.Ed. course. These are training courses In the opening program of the B.Ed. and M.Ed. students introduce themselves many students are frightened, have no stage daring, have low confidence, and observe any students. Students tens about the syllabus. Students confuse theory and practical work. Unknown word of lesson, micro-teaching, internship, etc. But our college all-rounder development of students. We are conducting a workshop on micro-teaching skills, and plan assembly by the in group of students. Arrange different activities for the students. Teachers guide the students in planning cultural events and celebrating various days. In assembly, students are allotted responsibilities of telling news, moral stories, conducting quizzes, presenting short drama activities or awareness of social issues. Students learn in internship different skills Observation skills, teaching skills, preparing timetables, and conducting school student activities and competitions. Students arrange various programs. Conduct in-school tests, and prepare results.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.81

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

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

3.1.4

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

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

Response: D. Any 1 of the above

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

3.2 Research Publications

3.2.1

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

Response: 2.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	7	1	11	7

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

3.2.2

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

Response: 2.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	12	7	6	8

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

3.3 Outreach Activities

3.3.1

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

Response: 3.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	3	3	3	3

File Description

Document

Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

3.3.2

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

Response: 30.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	80	25	0	0

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

3.3.3

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

Response: 31.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	35	32	20	30

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

3.3.4

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

Response:

The institution has a good mechanism for developing and sensitizing students to social issues by planning, implementing, and evaluating the activities. The student visits neighboring localities and conducts various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last many years. The institution organizes different activities under internship programs and community work to reach the unreached. Community engagement helps students become more informed, compassionate, and responsible members of the Society and continue to contribute throughout their life.

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit and a team of committed faculty members engage students in the community development programmes. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Our NSS unit works for solving such social problems. Through this unit, the college undertakes various extension activities in the neighborhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation ,water conservation, Eradication of superstition, Beti Bacho Beti Padhao, Nukkad Natak, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance ,Farmers meet, Awareness about farmer’s suicide etc.

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

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

Response: 10

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 3

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

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

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

3.4.2

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

Response: 7

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: 7

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Institution has adequate infrastructure and physical facilities for teaching and learning, such as classrooms, laboratories, computing equipment, etc. ensuring adequate availability and optimal utilization of physical infrastructure. Classrooms: The college encompasses a sufficient number of well-furnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. Technology-enabled learning facility: The college has ICT classrooms that provide multimedia learning. Seminar Hall: The College has multiple seminar halls. These halls are regularly used for conducting national/international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc. Tutorial rooms: Separate tutorial rooms are there on the college campus for tutorial lectures, doubt clarification, and special remedial classes for weak and needy students. Laboratories: All laboratories are well equipped with state-of-the-art equipment and facilities. Internet facility is available on the whole campus including labs, classrooms, a library, offices of all Departments, and hostels. The library has 1996 titles covering all major fields of B.Ed. and M.Ed. The library covers an area of 685 sq. ft. with a conference room and ample study space. The central library is air-conditioned. Excellent Resources are available for self-learning at Central Library. Access to library and books from book bank.

- 1) The campus maintenance is monitored through surveillance Cameras.
- 2) The college has a maintenance committee that oversees the maintenance of buildings, classrooms and language lab.
- 3) The maintenance committee is headed by the Principal who in turn monitors the work. The A principal who efficiently organizes the workforce, maintaining duty tiles containing details about their individual floor-wise responsibilities, timings, leave, etc.
- 4) The maintenance committee conducts periodic checks to ensure the efficiency/working condition of the infrastructure.
- 5) Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness, and infrastructure on the campus so as to provide a congenial learning environment.
- 6) Classrooms, Staffrooms, Seminar halls Computer Lab, etc. are cleaned and maintained regularly. Wash rooms is well maintained. Dustbins are placed in every floor.
- 7) Optimum working condition of all properties and equipment in the campus is ensured through annual maintenance. The annual maintenance includes the maintenance of the Generator, CCTV cameras, and

Water Purifiers.

8) A student-friendly canteen is run by the college. Hygienic food is made available at affordable rates. The canteen is open on all working days.

9) Every department maintains a stock register for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year.

10) Library books and records maintenance is done every year.

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

4.1.2

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

Response: 100

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

Response: 4

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

Response: 4

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

4.1.3

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

Response: 55.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
21.02	25.15	11.65	08.65	12.65

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library has e-granthalya software for library automation. This software is used for issuing and return of books and also Student membership, accession register, book data entry, and reminders for book returning.

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, Dissertation other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the college library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

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

4.2.2

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

Response:

The institution has access from the college library and no such facility for remote access is given for this year. But other digital libraries and e-library, govt. repositories can access by the students and teachers.

means any material, regardless of format, that is held in a library's collection and includes books, periodicals, audio recordings, video recordings, projected media, paintings, drawings, photographs, micro materials, toys and games, kits, CD-ROMS and electronic databases in the collection of the library.

- Remote Access in simple language is the ability to access a computer / server remotely through a network connection.
- The users have leverage to work remotely away from the institution/ office while retaining access to a distant computer or network.
- Remote Access can be applicable for Local Area Networks (LANs), Wide Area Network (WANs) and Virtual Private Networks (VPN).
- Connection to a data-processing system from a remote location, for example through a virtual private network or remote desktop application
- Remote desktop software refers to software or an operating system feature enabling applications to be run remotely on a server while being graphically accessible locally.

Remote Access Control Methods

- Direct (Physical) Line: Through the direct line control can be implemented between a computer and institution LAN. Similar line can be used to connect a home LAN and an institution LAN. This network is faster but is more expensive and has high maintenance. The network has routing limitations due to structure of routing from point to point.
- Virtual Private Networks: VPN connects to remote site through the internet with encryption and tunnelling techniques to access the institution network. VPN is generally used in small organizations.

- Microsoft Remote Desktop Services (RDS): Remote controlled Access using RDS can be used to access the remote computer/ server on the local machine. Some other solutions like Citrix Virtual Apps, VMware, and Parallels Remote Application Server (RAS) can be used through the web browser for clientless access.
- Other methods include Integrated Service Digital Network, Wireless Network, DSL- Digital Subscriber Line, Cable Modem etc.

File Description	Document
Any other relevant information	View Document

4.2.3

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

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

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.35	0.10	0.25	0.44	0.34

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

4.2.5

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

Response: 4.9

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: 80

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: 100

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: 120

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: 70

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: 110

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution was enabled with jio wi-fi facilities. There are different digital technological facilities available in the college. There are 06- classrooms, 01-Computer lab, digitally equipped seminar hall and 01-digitally equipped language lab available in the college. A well-equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The college building and the library are facilitated with the internet connectivity. There is open access of internet

facility to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.25

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

4.3.3

Internet bandwidth available in the institution

Response: 60

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

Response: 60

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 52.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
25.32	16.98	11.85	08.01	12.32

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

4.4.2

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

Response:

Classroom being the most primary and important work space. It is managed with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with all modern technology like the green/black boards, mike systems, and other technologies for better and effective teaching. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance Contract (AMC) of all the modern teaching technology, proper reporting system about repairs and replacements are the basic attributes of classroom management.

- Classrooms for different classes are identified and allotted as per the strength of the students
- The podium, black/green board, benches and windows are cleaned everyday.
- Campus maintenance system committee meets once in a week and reviews the maintenance of the class rooms. This committee comprises of at least one member from each of the department whose responsibility is to identify any problem related to the infrastructure maintenance of the class room and the issue is discussed and deliberated in the meeting and finally the issue is conveyed to principal to resolve.

Language / Computer Lab:

As the College has language/computer lab department, the Language/computer lab policy forms the core in the working of the institution. While the language lab has several computers and equipment, the same is maintained through AMCs.

1. Locations of language/computer lab safety showers, eyewash stations, and fire extinguishers help to assure protective measures to minimize the casualties.
2. General Instructions to students regarding the safe and secure usage displayed in lab.

Library Utilization and maintenance:

SBDDVCE has a committee for library. The purpose constituting the committee is to initiate regular follows up with the librarian and takes care of regular monitoring of the library to ensure effective utilization of library and maintain all reference books, articles, text books, magazines, competitive examination books, journals, etc.

The library is under CCTV surveillance. It also has AC in the reading rooms and working area with power backup facilities.

Sports Complex Utilization and maintenance:

- The institute facilitates its students with wonderful sports facilities. Sports incharge looks after maintaining the sports ground and sports equipment.
- Physical education director along with one faculty from each department will meet discuss sports related issue such as planning, organizing, events, training, identifying student participants and

necessary preparations.

- A special care is taken in regular maintaining of the sports equipment for both indoor games and outdoor sports by sports teacher.

Computers Utilization and Maintenance:

All the departments in the institution are having computers for various purposes and these computers will be allotted to their students.

The technical computer department is responsible for safe guarding the computer systems and other sensitive equipment such as Projectors, Printers, photo copier machines, Scanners, servers, Bio-metric machines etc., against power failure and other related faults, in this direction all the systems are provided with UPS systems to avoid any damage during power outages.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 31.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	43	27	28	26

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

5.2.2

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

Response: 2.27

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 2

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

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

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

5.2.3

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

Response: 1.26

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Student councils are a great way for students to take on leadership roles, promote the voice of the student body, solve problems, and impact his or her community. Student councils are powerful leadership and

learning opportunities. A council serves as the voice for an entire student body and actively works with teachers and advisors to promote a better learning environment. Once an election is announced, students perform a critical assessment of his or her own abilities and skills and decide whether he or she would like to serve on the student council. This is an excellent critical self-reflection that can really help students measure the roles that best fit them or even identify personal weaknesses they would like to shore up. In addition to boosting confidence, student councils improve communication skills. When a student chooses to run for student council, he or she must be able to speak publicly. Once elected, these individuals must also be comfortable speaking openly with other student officers — including problem-solving and accepting feedback

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 1.2

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

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

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

ASPM's shri bapusaheb d.d.vispute College of Education, new Panvel. welcomes you all to join our great community which endeavors to impart, share & collaborate our collective experience amongourselves, the society &the future alumni.a duty to give back to our beloved institution the leanings that we acquired from it with renewed and fruitful learning we experienced in life enriching it further. It's time we act together, now and in synchrony to make our society and environment a better place to be in. Shri Bapusaheb d.d.vispute College of Education has always been asource of support and inspiration for the students and the staff of our college. Along list of famous personalities in the field of teaching and communication skill development in school internships, who have become alumni of this college have made the institution proud for years. They often guide the current students and share their experiences in academics (by orienting and teaching them or donating their books and other materials), cultural and sports events (by training them for their performances), or even employment (by training them for their recruitment in the corporate world or making them aware about the career options in their own field).

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any additional link	View Document

5.4.3

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

Response: 5

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

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

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

5.4.4

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

Response:

The Alumni Association acts as an effective support system for the institution in motivating To encourage and promote close relationships between the Institution and its alumni To promote and encourage friendly relations between all members of the alumni body To provide and disseminate information regarding their Alma Matter, its graduates, To initiate and develop programs for the benefit of the alumni. To assist and support the efforts of the Institution in obtaining funds for the development To guide and assist alumni who have recently completed their courses to obtain employment To organize and coordinate reunion activities of the Alumni To collect, publish, and distribute such information as may be useful to the alumni

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Shri Bapusaheb D. D. Vispute College of Education has set up with the goal of 'Preparation of effective secondary & higher secondary teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society. Vision To prepare effective Secondary and Higher Secondary Teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society Mission To promote Teacher Education in Rural Area, to prepare student teachers effectively to face the challenges of modern society. The emphasis of institute is on interactive teaching and students should persuade to go for innovations. The college has formed a system of delegation of authority. Since, by considering that delegation can help in effective management it also leads to effective leadership in the end. Many faculty members have been given the independent responsibilities of various important functional areas of the college like organizing co-curricular activities inviting guest of their interest for the guidance. The practice of decentralization is necessary transcendence in management. The opinion and suggestions of teaching and nonteaching staff members are considered with equality. The college always believes to cater quality education to the society and its members. The College administration is playing a lead role, leading and supporting the development and implementation of policies, programs, and initiative that are associated with the vision and mission of the college. The college management has given a freedom and rights to the to lead all the academic activities of the college and work on the vision and mission of the college. all the members of college development committee regularly meet and take necessary steps to formulate and implement the a perspective plan of the college The Administrative and academic areas are controlled by the Principal of the college. Internal Quality Assurance Cell monitors the academic and administrative activities. 2. in all the departments and it is effectively monitored by the Principal. The management authority regularly conducts the review of functioning of the college. The Necessary guidance and directives are issued through these meetings the budget of the college is prepared prior to the starting of the academic year and gets approved by the management hence there is a good support and motivation from the management relating to the implementation of the objectives specially designed to attain quality teaching and learning aspects of the college. The college has formed a system of delegation of authority. Since, by considering that delegation can help in effective management it also leads to effective leadership in the end. Many faculty members have been given the independent responsibilities of various important functional areas of the college like organizing co-curricular activities inviting guest of their interest for the guidance

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

6.1.2

Institution practices decentralization and participative management

Response:

In our college, we have a regional management system with control departments and delegate power and responsibility. Decisional processes based on consensus, transparency, UG, and PG. During the bimonthly meetings of the bosses with the Rettore, they discussed important means of daily functioning. The operational autonomy is registered. Both departments plan and carry out their own curriculum and curricular activities with Board approval. Most of the academic and administrative decisions were based on the consensus of administrative heads. As the management and the principal are easily accessible, there is freedom to express suggestions that are considered positive. In this way practices decentralization and participative management. The college has well qualified teaching and non teaching staff for discharging their academic and administrative duties. College follows all the guidelines of NCTE, UGC and University of Mumbai for the appointment of the teaching and nonteaching faculty with a detailed advertisement in the newspaper and subsequent selection process. The college organises as well as send teaching and non teaching faculty members for the professional training and faculty development programmes. The college takes care of the faculty members about their physical and mental health and organises different health camp and yoga sessions by inviting medical professional and experts and also guides on stress management. A participative and democratic management system is working in which the teaching, non-teaching and students There are different cells and -committees formed by the college for discharging different types of duties and responsibilities which include teacher, non-teachers and students. A decentralized administrative system provides the best facility to the students and such a way, the college is following these practices.

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

6.1.3

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

Response:

The college has maintained complete transparency in its financial, academic, and administrative functions by clearly defining its vision, mission, objectives, and procedures and disseminating them at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan is prepared in advance, communicated, and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings are maintained meticulously. Transparency in Academic Functioning The college strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its website. Admission forms are processed online, with all the relevant details explained in the prospectus and also on the website. Transparency in Administrative Functioning Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised online and a list of candidates screened and called for interview is displayed on the college website. All expenditure proposals undergo strict financial scrutiny by Governing Body. The college conducts financial audits regularly. The institution also has a strong financial advisory board for the Management of accounts. All daily transactions are tallied by the cashier of the college The auditors also check Fees Receipts and disbursement of Scholarships received from the Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations. Based on the observations given, the accountant of the college modifies the statements of accounts as required. The Management has appointed CA Chartered Accountants as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers, and bills. They check statutory payments –TDS, Professional Tax, PF, ESI remittance, etc. The College uses the Tally ERP 9 for E-governance, for transparent functioning of the Finance and Accounts department of the college.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic Planning and deployment document (SPDD) is based on an analysis of current obstacles and future opportunities and envisages the direction toward which the organization should move to achieve its set goals and objectives. Strategic Plan The institution has a Strategic Plan in place to help it develop in a systematic, wellthought-out, and phased manner.

1. Student's Overall Development through Participation in various curricular & co-curricular activities. Organization Extension activities. Improvement of the Teaching-Learning process through greater use of ICT and other innovative means.
2. Introduction of new courses. Achievement of national and international recognition in the form of grants and awards. Collaboration with Research Institutes.

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

6.2.2

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

Response:

The College is having a Development Committee (CDC) as the apex body that acts as an authority's power and formulates policies and is assisted by IQAC. The office and support staff handles the daily affairs of the college. The CDC is represented by teachers, students, support staff, and alumni. The CDC also has among its members social and noted figures from the field of Industry. Similarly, in IQAC, all the stakeholders also get due representation. The teams of CDC and IQAC formulate key policy decisions and assess proposals for the development of the college. College recruitment is done by appointing a panel as per the guidance of the University of Mumbai. The panel appoints the candidates on the basis of his /her worthiness. The college follows all the guidelines and regulations of NCTE and UGC for the appointments of teaching and nonteaching faculty members.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

College forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the college. The college functions through various committees headed by the principal and ordained by the IQAC and makes decisions related to workload, purchase of learning resources, of time table, admissions, calendar of events, and organizing various activities involving more of The principal is in charge of all the departments, Library, Administration office, maintenance, etc. The various departments and the other bodies are ably headed by the respective Heads. The Grievances Redressal Mechanism: This activity functions through a committee comprising o in charge and students.

This committee attempts to address the real-time problems and complaints of students.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College undertakes various welfare activities for both the teaching as well as non-teaching staffs. All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staffs for attending Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The College often funds the registration fee for the faculties who present papers in seminars and conferences. The college supports the endeavour of the teaching faculties for applying for Major and Minor Research Projects. The faculty as well as the staffs of the College can get easy loans which are arranged by the College. At the time of superannuation, the financial matters of the teaching as well as non teaching staffs are settled by the College in a prompt manner. All non-teaching staffs are given with the festival bonuses annually and encouraged to pursue professional courses. winter and summer uniforms.

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

6.3.2

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

Response: 41.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	7	7	6	6

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

6.3.3

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

Response: 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

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	04	03	01

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

6.3.4

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

Response: 11.11

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	07	00	00	01

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

6.3.5

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

Response:

There is a Performance Appraisal system for all staff members headed by the Principal of the college. The Principal monitors and evaluates the performance of all its staff and communicates the areas of improvement or the overall performance annually or as per requirement. With the help of performance appraisal ratings students and peer feedback is also taken at the end of their course. There are Grievance Redressal and Suggestion boxes placed at strategic locations in the campus where the students can express their queries or concern about teachers which is also considered by the Principal. Feedback is

also obtained from all students from time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The college conducts financial audits regularly. The institution also has a strong financial advisory board for the Management of accounts. All daily transactions are tallied by the cashier of the college. The auditors also check Fees Receipts and disbursement of Scholarships received from the Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations. Based on the observations given, the accountant of the college modifies the statements of accounts as required. The Management has appointed CA Chartered Accountants as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers, and bills. They check statutory payments –TDS, Professional Tax, PF, ESI remittance, etc.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

College strategies for mobilization of funds and the optimal utilization of resources collegemaintains & follows a well-planned process for the mobilization of funds and resources. The process involves various committees of the college as well as the Department Heads and Accounts office. college has designed some specific rules for the fund usage and resource utilization, Mobilization of Funds, the student Tuition fee is the major source of income for the college. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc. The Principal, finance, and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

As per the functions given by the NAAC college is working on the different areas of quality assurance with respect to following functions mentioned by the NAAC on its website : Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process Arrangement for feedback response from students, parents, and other stakeholders on quality-related institutional processes Dissemination of information on various quality parameters of higher education Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles Documentation of the various programmes/activities leading to quality improvement Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality Development of Quality Culture in the institution Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC IQAC of the college is committed to for the quality assurance as per the NAAC

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

6.5.2

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

Response:

The IQAC of the college periodically reviews and takes action to improve the quality of the teaching-learning process. The college prepares an academic Calendar is prepared in advance, displays and circulates it in the college, and strictly follows it. Admission to various programs, summer, winter, and

mid-term vacations, examination schedule, and declaration of results mentioned in the Academic calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities.

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

6.5.3

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

Response: 4.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
05	05	05	04	05

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives •College received Social Media Championship by HRD Ministry, GoI. •Vocational Education Nai Talim Experiential Learning (VENTEL) Action Plan Institution by MGNCRE, Ministry of Education, GOI. •Swachhata Action Plan Institution by MGNCRE, MGNCRE, Ministry of Education, GOI. •National Educational Excellence Award for Innovative Teaching Approach Outstanding Administration & Social Contribution. •National Educational Excellence Award for outstanding Performance in Virtual Knowledge Deliver during Pandemic. •Two days national level seminar “Emerging Trends in Educational and Research Quality”, financial assistance received from National Assessment and Accreditation Council (NAAC), Banglore. •One Day National Level Webinar on “Unequal Pay: Gender Discrimination at Workplace”, Financial assistance received from National Commission for Women, New Delhi. •“Swachhata Doot” by Panvel Municipal Corporation for cleanliness drives. •Selection of Research Proposal at Avishkar Research Convention 2020-21.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy conservation is the effort to reduce wasteful energy consumption by using fewer energy services. This can be done by using energy more effectively (using less energy for continuous service) or changing one's behavior to use less service. Energy conservation can be achieved through efficient energy use, which has some advantages, including a reduction in greenhouse gas emissions and a smaller carbon footprint, as well as cost, water, and energy savings. The college is engaged for energy conservation by reducing the consumption of energy and using minimum energy service. Energy conservation is a way of reducing the quantity of energy use. It may be achieved through efficient energy use or by reducing the consumption of energy services. It is one of the simplest processes to help the world by means of pollution in addition to make use of natural energy. The college has made a strategy for educating students and employees on environmental concerns and sustainability to make college energy efficient which includes environment concerns in planning and decision making.

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

7.1.2

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

Response:

To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus. Waste is collected on a daily basis from various sources and is separated as dry and wet waste separately in bins. Color coded dustbins are used for different types of wastes. Green for wet and blue for solid waste. Daily garbage is collected by Municipal personnel for further processing. All waste water lines from toilets; bathrooms etc. are connected with Municipal drainage mains. Waste material like plastic, papers etc. are collected and sold out to scrap vendor from time to time.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

Use of herbicides and bio pesticides for greenery on campus outdoors and indoors dedicated staff for sanitization and cleanliness management Institution process garden organics, biomass, waste and leaves to generate mulch and compost and monitored regularly and composting on the campus waste management done in every building of the campus, academic, administration, kitchen, hostels and wet waste management, external dry waste management conducted in the campus. Specific hygiene maintained for the ladies toilets with continuous running water available in the toilets and toilets cleaned daily at periodic intervals and the times the toilets are used hygienically and soap/hand wash, sanitizers available Garbage management through garbage bins labeled appropriately as Dry Waste and Wet Waste as using color-coded containers or bins: landfill = black/gray, compost =green, and recycle = blue different types of waste – solid, liquid, E waste, laboratory,biomedical, properly segregated before disposal

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7

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

Response: 2.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.30	2.48	0.52	0.34	0.45

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

7.1.8

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

Response:

SAP Committee for the Components of Swachhta - Greenery, Water management, Waste Management, Energy Management, Sanitation and Hygiene has been established in the college for doing periodic

appraisals and periodic review of cleanliness in campus with Teams and Team Leaders involving Teaching Staff, Non-Teaching Staff and Students, COVID 19 related sanitization policy in every public area in th Campus ensuring use of masks, sanitizers in campus and quarantine facilities in case of medical emergencies. SAP Committee encourage campaigns on Swachhta and water conservation -Partnership with other Institutions and agencies for implementing action plans on campus including Non-ProfitOrganizations, Public Policy Groupsand Think Tanks, Media and Celebrities, Celebration and competitions on International/National Level days related to Environment, Ecology, Water, Cleanliness, and related Days. Initiatives on Swachhta shared among the stakeholders through report format and updates on Social Media. Tree plantation and greenery promoted in vacant areas and around building in the campus and establishment of oxygen park in campus. Vanmahotsav celebrated by the college.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Environmental sensitization & Literacy training SAP Committee for the Components of Swachhta - Greenery, Water management, Waste Management, Energy Management, Sanitation and Hygiene has been established in the college for doing periodic appraisals and periodic review of cleanliness in campus with Teams and Team Leaders involving Teaching Staff, Non-Teaching Staff and Students, COVID 19 related sanitization policy in every public area Use of herbicides and bio pesticides for greenery on campus outdoors and indoors dedicated staff for sanitization and cleanliness management Institution process garden organics, biomass, waste and leaves to generate mulch and compost and monitored regularly and composting on the campus waste management done in every building of the campus, academic, administration, kitchen, hostels and wet waste management, external dry waste management conducted in the campus. Specific hygiene maintained for the ladies toilets with continuous running water available in the toilets and toilets cleaned daily at periodic intervals and the times the toilets are used hygienically and soap/hand wash, sanitizers available Garbage management through garbage bins labeled appropriately as Dry Waste and Wet Waste as using color-coded containers or bins: landfill = black/gray, compost = green, and recycle = blue different types of waste – solid, liquid,

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college always considers the progress of rural area student is actual strength of the institution. Higher Education Institutes has the opportunity to develop skills and knowledge in the rural population, helping them to make informed decisions on their agricultural businesses and innovate in agricultural affairs. The rural emersion can generate many positive results, such as a greater ability to understand the rural population their need an opportunities and policies, procedures, rights, duties, government schemes,

legislation, benefits available and protection laws for rural areas. It is important to understand the need for quality education in rural areas, because it helps to maintain rural areas. Young people are moving to urban areas in search of better education and employment opportunities, the improvement of rural education is a possible strategy to maintain them in rural areas. Higher education institutes are not only responsible for the creation of knowledge for the well-being of humanity but also may play an important role in strengthening the community and rural life. College has set up a Swacchhata Action Plan (SAP) committee and Vocational Education, Nai Talim Experiential Learning (VENTEL) committee under the guidelines of Mahatma Gandhi National Council for Rural Education (MGNCRE), Ministry of Education, and Government of India and recognized for the work done under it.

The College Organizes Health Camps and public awareness rally in its nearby villages every year in which teachers, students, government doctor and member of Gram Panchayat Participate. Through our college every year summer camp organized for students from government and private schools nearby villages. So that can become proficient in such disciplines as computer, yoga, sports and art-craft. Our aim is to bring the rural area students into the Professional Courses. According Our Vision and objective to provide high quality education and economic progression of student is achieved by our student that's why they trust our institution region behind of trust number of student university topper in every year, number of student playing national state level game every year, number of student job in private and government sector every year.

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

5. CONCLUSION

Additional Information :

The Institution has adequate infrastructure and physical facilities for teaching and learning as classrooms, laboratories, computing equipment, etc. ensuring adequate availability and optimal utilization of physical infrastructure. Classrooms: The college encompasses a sufficient number of well-furnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. Technology Enabled learning facility: The College has ICT Classrooms where the provision of Multimedia learning. Seminar Hall: The College has multiple seminar halls. These halls are regularly used for conducting national/international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc. Tutorial rooms: Separate tutorial rooms are there on the college campus for tutorial lectures, doubt clarification, and special remedial classes for weak and needy students. Laboratories: All laboratories are well equipped with state-of-the-art equipment and facilities. Internet facilities are available on the whole campus including labs, classrooms, library, offices of all Departments, and hostels. The library has e-granthal software. This software is used for issuing and returning books and also membership, accession register, book data entry, and reminders for book returning. The institution prepares the fund budgetary system for allocating the amount at the beginning of the academic year and the fund is used as per the same. The college is engaged for energy conservation by reducing the consumption of energy and using minimum energy service. Energy conservation is a way of reducing the quantity of energy use. It may be achieved through efficient energy use or by reducing the consumption of energy services. It is one of the simplest processes to help the world by means of pollution in addition to make use of natural energy. The college has made a strategy for educating students and employees on environmental concerns and sustainability to make college energy efficient which includes environment concerns in planning and decision making.

Concluding Remarks :

Shri Bapusaheb D. D. Vispute college of Education is a co-educational college governed by Adarsh Shikshan Prasarak Mandal Panvel, Navi Mumbai. It is recognized by National Council for Teacher Education through its regional committee, Bhopal and is affiliated to University of Mumbai, Mumbai, Maharashtra, Since, August 2004. This college is situated near Panvel railway station with garden landscape and stunning infrastructural facility in New Panvel. It is 0.7 km away from Panvel bus stand and 0.2 km. away from Panvel railway station. Dr. Seema Nivrutti Kamble is a Principal of Shri. Bapusaheb D.D.Vispute College of Education, New Panvel having the qualification M.A, M.Ed.,SET.,NET., NET-JRF.,D.S.M., D.J.M.C. LLB. Ph.D in Education. She is an approved post graduate teacher and research guide for M.Ed. programme of University of Mumbai. She has been awarded by different state and National level awards for the excellence in leadership and administrative management in Higher education including sustainable environmental practices. Under her leadership, college has set up a Swacchhata Action Plan (SAP) committee and Vocational Education, Nai Talim Experiential Learning (VENTEL) committee under the guidelines of Mahatma Gandhi National Council for Rural Education (MGNCRE), Ministry of Education, and Government of India and recognized for the work done under it. During the Covid-19 pandemic period different online activities and various workshops had been organized by the college under her direction for the awareness about the cleanliness and sanitary practices. She was also a convener of Faculty development programme organized on the Engagement of community work for with a financial support of Mahatma Gandhi National Council for Rural Education (MGNCRE). Under her vision college received prestigious awards from the Municipal Corporation of Panvel in the area of best from the waste, greenery, cleanliness and sustainable practices. In line with the vision and mission of Shri.

Bapusaheb D.D. Vispute College of Education, New panvel where inculcation of environmental value in students is considered as one of the responsibility. Dr. Seema Kamble has taken initiatives in fostering knowledge about the issues related to environment and its sustainability.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared reports.</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared reports.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 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

	<p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared reports.</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made the changes as per shared reports.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared reports.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared reports.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts</p>

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**

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 the changes as per shared reports.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
30.57	31.61	22.01	16.35	30.95

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21.02	25.15	11.65	08.65	12.65

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

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

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

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
31.25	28.88	18.44	13.69	27.78

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
25.32	16.98	11.85	08.01	12.32

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

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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

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

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: B. Any 5 of the above

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

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: B. Any 5 of the above
 Remark : DVV has made the changes as per shared reports.

7.1.3 **Institution waste management practices include**

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

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made the changes as per shared reports.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>200</td> <td>200</td> <td>184</td> <td>153</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>100</td> <td>100</td> <td>100</td> <td>84</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	185	200	200	184	153	2023-24	2022-23	2021-22	2020-21	2019-20	85	100	100	100	84
2023-24	2022-23	2021-22	2020-21	2019-20																	
185	200	200	184	153																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
85	100	100	100	84																	