



# **SELF STUDY REPORT**

**FOR**

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

**VIVEKANAND VIPF INSTITUTE OF EDUCATION**

**BIGNANIKANAGAR YARI, ANANDPURA ROAD, AURANGABAD  
824101**

**vivekanandteachereducation.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2025**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

**Vivekanand VIPF Institute of Education is Self Financed College** in Bignanikanagar, Yari- Aurangabad . It was founded in 2017, Vivekanand VIPF Institute of Education is Recognized by NCTE , and **affiliated with Maulana Mazharul Haque Arabic and Persian University**, Patna, Bihar. Since the college was established gradually it becomes one of the most reputed Teacher education Institution in that region. The college has made significant Contributions in the field of Teacher education by providing quality education to develop competent educators. in Vivekanand VIPF Institute of Education located in urban sector. The College is situated in the Lab of nature with lush **fully very green campus**. The College has **well furnished class room & smart classes**, well equipped laboratories, well maintained library and canteen. The canteen with cafeteria has enough space, neat and clean and also available hygienic food for student- teachers and faculties. The campus has healthy and eco friendly educational environment. Profound efforts and one to one supervision has been taken for the presentation of summary regarding overall activities and achievement of the college since. A Special focus has been provided in all the genres according to the criteria prescribed by NAAC. The objective mission and vision focused on the strength, weakness, opportunities and challenges of the institution. prepare trainees for teaching at secondary and higher secondary schools. To contribute in improving the quality of class room teaching by introducing scientific methods of training.

### **Vision**

To provide quality Teachers Training to achieve quality education in schools and to create healthy and positive child friendly environment in school education system able to prepare strong younger generation for creation of a knowledge based peace loving human society.

### **Mission**

To provide quality Teachers Training to achieve quality education in schools and to create healthy and positive child friendly environment in school education system able to prepare strong younger generation for creation of a knowledge based peace loving human society.

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

### **Institutional Strength**

- All the Faculty members are well versed in use of computers/laptops and multimedia.

- Well qualified staff (as per NCTE norms).
- Located in a tranquil and eco- friendly environment.
- Dedicated Principal and diligent faculty.
- Located in a tranquil and eco- friendly environment.
- Locational advantage in attracting both urban and rural youth.
- Library equipped with adequate number of books, journals, DELNET Library management software.
- Adequate infrastructure for existing strength.
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Annual structured feedback is obtained from stakeholders about the institution.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- Various activities are organized by cells and societies which facilitate all round development of the students.
- Student support services, such as post matric, SC/ST, OBC and minority communities' scholarships provided by Bihar government and Book Bank facility is also provided.
- Fully Wi-Fi Campus.
- Clean water facility with RO System.
- Solar Panel and Water Harvesting System implemented in college campus.

### **Institutional Weakness**

- Need to strengthen more placement activities and drives in the institution.
- Minimum of Ph.D. degree holder faculties.
- Less publication by the teachers.

### **Institutional Opportunity**

- Add new Value Added Course of All Students.
- Developing more linkages with reputed public schools.
- Developing collaborations with Institution and universities.
- To strengthen the placement cell.
- There is an opportunity to conduct more programs and events to uplift and elevate the quality of teachers with the strong backing of society.
- The institution expands its linkage with other academic institution to strengthen exchange programs.
- Scope for improvement in culture activities like tribal dance, Tribal food festivals, tribal fashion show etc.
- Covid-19 pandemic provided opportunity to integrate ICT in regular teaching-learning process. Implementation of e-governance in more effective manner.

### **Institutional Challenge**

- Technology transfer to academic to students of rural background.
- Enabling the students to improve their oral English communication to cope with global competencies.
- Uncertainties in the examination dates, admission and course completion by the university makes the timely implementation programs in trouble.
- Difficulty in collecting Job Appointment letters from passed out students

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Primary stage our affiliating body **Maulana Mazharul Haque Arabic and Persian University**, Patna constitutes committee for the revision of B.Ed. Curriculum as per the guidelines prescribed by National council for teacher education. In the next step, the recommended curriculum is discussed in the meeting of syndicate and final form of curriculum is sent to the approval of chancellor secretariat Bihar government. Finally, approved curriculum is circulated to all concerned Department and institutions affiliated to the university.

The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme. The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students.

### Teaching-learning and Evaluation

All teaching-learning activities are planned yearly before the commencement of particular session. These planned activities are included in academic calendar of each course. Academic calendar is displayed on noticeboard of the institution so that all faculty member, students and staffs may familiar with the activities to be conducted in coming session.

Session is started with three to four days orientation programme. During this programme, students are introduced with all the resources (Infrastructural and instructional) available in college. Forthcoming activities are explained. Faculty members of concerned subjects brief the syllabus for training programme. All staffs and students introduce themselves in orientation programme. This programme creates a familiar environment among all.

After getting the verbal information, students visit Curriculum lab, ICT lab, Smart Class, Computer lab, , Art and Craft resource centre, , Music room, Health and physical education resource centre, Library, Language lab, Multipurpose hall, Seminar room, Common room, Recess room, playground etc. Where they get information about the way to operate each equipments and discipline they have to maintain during the training programme. For the active participation of each students and successfully completion of each teaching-learning activities, All students are grouped into the small groups with the name of “House of different educationist”. All students are encouraged to participate in maximum activities organized in the college. Those students whose performances are better in the different activities are encouraged with the certificates of their performance

### Infrastructure and Learning Resources

**The institution has smart upgraded classrooms** to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled Class rooms. The unique features include method labs, digitalised library, computer lab, ICT lab, psychology lab, Science lab, Yoga room, Art & Craft room, language lab, sports room, Green Room, seminar hall, multipurpose hall . New ramp add to the distinctive features and makes it a differently abled friendly campus. The college library is fully automatic. Both modern digital collections and traditional print media. College is endowed with ample facilities for physical development like Basket Ball Court, Volley Ball, Badminton and adequate parking facility (for both students and faculty). Smoke and plastic free green zone, waste disbursal system and other green initiatives. The institution has a High-Power Generator to ensure electric-supply, Multipurpose Laser printer, scanner and photocopier. The institution is characterised by efficient administrative system with digitalised office, Principal office. The institution plans and arranges various maintenance, modification, upgradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis.

### **Student Support and Progression**

**Following additional services are provided to students for enabling them to complete for the jobs and progress to higher education.**

- Job related news is displayed on the notice board.
- Several books and guides for competitive exams are available in the library which is issued to the students.
- There are availability of weekly employment news in the library.
- Time to time extra classes for central and state level eligibility test is organized in the institute.

The faculty members are always ready to counsel the trainees for their best performance in competitive exams. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and

Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events. our alumni members are working in different positions like: Teacher, Headmaster, Co-ordinator etc.

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

**The secretary Sri Shambhu Sharan Singh, a great visionary and missionary, is very liberal and dedicated in his approach.** He is a great social server and savior of culture and education and has created a history in materializing his dreams. He plays a very positive role to effective and efficient transaction of teaching and learning process. He always promotes the faculty member and students to achieve their goals and wishes. He has a broader spectrum and plays an incredibly amazing role in progress of the institution. He has a remarkable amiable nature in motivating the faculty and administrative staffs to take the college to achieve its objectives with their efforts and endeavors. The management of the intuition itself is an engineer and very intellectual,

active, energetic, positive and wide visioned administrator. The management has a wide vision to develop a quality teacher educators. They are very much commutated and doing hard to execute their mission is to excel the production of quality teachers to overcome the droughts of quality teacher in our society. The governance of the management is quit democreative. They involved senior faculties administrative staffs in their decision making bodies for the welfare and development of the intuitions some cases related to students, some responsible students is also involves in the governing body.

### **Institutional Values and Best Practices**

Institution identifies and makes different committees and share good practices. The students give their feedback in the mid of session and at the end of the session. Pupil teachers have been divided in different houses for their active participation. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and means for the betterment of the institution in meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices.

Vivekanand VIPF Institute of Education , distinctiveness lies in providing in-service teacher training to school teacher, principals, teacher educator for enhancing personal and professional competency. Material and module development for students and teachers in areas of gender sensitization, happiness & well being, classroom management, career guidance.

**Vivekanand VIPF Institute of Education is committed to encourage green practices to develop plastic free campus, green landscaping with trees & plants.** Institution has procedure for waste management like E-waste management, and rain water harvesting and water conservation.

- The institution is ready to foster an environment of creativity innovation and quality improvement.
- The institution adopts quality management strategies in all educational and administrative aspects.
- The institution caters to inclusive practices and better stakeholder relationships.

### **Research and Outreach Activities**

**Teachers are motivated to participate in national and international level conference, seminars and workshops organized at different places of the country/state.** When the teachers are on academic leave their teaching schedule are adjusted accordingly. Internal seminar in the college is also organized. They are provided the facility of free internet surfing, typing assistance and research journals. They are always motivated to prepare research paper and send to the editor of different journals for publication. The interaction of faculty member with expert of research works is also arranged in the college.

Teachers are motivated to participate in national and international level conference, seminars and workshops organized at different places of the country/state. When the teachers are on academic leave their teaching schedule are adjusted accordingly. Internal seminar in the college is also organized. They are provided the facility of free internet surfing, typing assistance and research journals. They are always motivated to prepare research paper and send to the editor of different journals for publication.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANAND VIPF INSTITUTE OF EDUCATION
Address	Bignanikanagar Yari, Anandpura Road, Aurangabad
City	Aurangabad
State	Bihar
Pin	824101
Website	<a href="http://vivekanandteachereducation.in">vivekanandteachereducation.in</a>

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Bihar	Maulana Mazharul Haque Arabic & Persian University	<a href="#">View Document</a>
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	<a href="#">View Document</a>	02-05-2017	108	Permanent Recognition

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	Bignanikanagar Yari, Anandpura Road, Aurangabad	Rural	4	9000

## 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,Educational,Teacher Education	24	Graduation	English,Hindi	100	100

### Position Details of Faculty & Staff in the College



Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				3				10			
Recruited	3	0	0	3	3	0	0	3	10	0	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	41	0	0	0	41
	Female	50	9	0	0	59
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	4	9	4
	Female	1	2	3	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	6	7	14	29
	Female	2	16	17	27
	Others	0	0	0	0
General	Male	1	6	6	11
	Female	1	11	15	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		12	46	65	100

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary courses as electives, promoting students to select electives provided by other departments, teaching a subject in multidisciplinary perspectives, and fostering community engagement in various activities, to name a few. Interdisciplinary Approach: In this approach the concepts, practices and analytical framework of two or more disciplines are integrated for finding solutions of various problems related to discipline. These related disciplines are integrated to form a new field of study for solving higher end problems pertaining to the discipline. As in the interdisciplinary approach here we make use of the concepts and practices in various disciplines for a clear understanding of the situation, but do not contribute to a new field of study. This approach led to the development of various new fields of study which are more of an applied and functional nature.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credit is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. It'll also be responsible together the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. Features, and Functions of Academic Bank of Credit:- 1- The scheme will include all kinds of courses offered by the Higher Education Institutes and which are recognised by the University Grants Commission (UGC), be it a graduation course, postgraduate course, PhD courses, diploma courses, certificate courses, etc. 2- It covers courses offered through any medium, be it regular classroom courses or open/distance learning courses or online courses. Significance of Academic Bank of Credit.</p>
3. Skill development:	<p>NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of</p>

	<p>future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem; however, it is now time to further build and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Teaching learning programme is performed in both Hindi as well as English language. Other Indian languages like Urdu, Maithili have a great importance in college level cultural activities. Online classes are conducted as per the need of students. Important informations are made available to students through Whatsapp. Outcome-based education (OBE) is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the school system.</p>
5. Focus on Outcome based education (OBE):	<p>Performance based education is provided in the college. During the practice of teaching, it is closely observed about the performing skills what trainees have taught in the college. Purpose of NEP-2020, education should be such that it should not only give knowledge to the students but also be employable. Vivekanand VIPF Institute of Education is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce about Skillfull teachers at the end of every session.</p>
6. Distance education/online education:	<p>NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources). attending online classes has become the 'new normal' and have taken centre stage in students' life now. This 'new normal' is a transformed concept of education with online learning at the core of this transformation.</p>

	Online education allows students to attend classes from any location of their choice while it allows schools to reach out to an extensive network of students, instead of being restricted by geographical boundaries. Students can clarify their doubts through live chats or forums by staying at the comfort and safety of their home. On the positive note, online learning has made both teachers and students become more technology.
--	---

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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?	Students' Co-ordinator and Co-ordinating faculty members are appointed by the College. Faculty Coordinator Student Coordinator 2022-24 Dr. Ranjay Kumar Singh.
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.	Awareness Program in Vivekanand VIPF Institute of Education Campus and Other- 1.Voter Registration camp for the eligible students in the campus. 2.Voter awareness camp conducted at various Block places in Aurangabad district. 3.Voterawareness camp conducted for Teacher constituency. 4.Voter awareness camp conducted for Graduate constituency. 5. Voter awareness guest lectures conducted for in-house students. 6. Save trees & Plant save awareness Rally conducted in Bignanikanagar, Yari Aurangabad. 7. Voter Awareness Rally.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. voter awareness Rally conducted in Adopted Village. 2. covid- awareness Rally conducted in , Adopted Village . 3. Save trees & Plant save awareness Rally conducted in Adopted Village. 4. Educational Servey in Adopted Village
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.	Students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an

awareness regarding electoral process.



## Extended Profile

---

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	165	111	56	12
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

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

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	65	46	12	01
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	65	46	12	01
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	65	46	12
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

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

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

## 2.2

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

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

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

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
63.09	58.23	45.48	49.01	63.09

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

### 3.2

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

#### Response: 26

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Curricular aspects of B.Ed. in **Vivekanand VIPF Institute of Education** are governed by Maulana Mazharul Haque Arabic and Persian University, Patna as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level. Departmental meetings are held before the start of new academic year to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching learning processes. We at PBC also focus on mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. we definitely forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools ,Students, Alumni, and Teachers etc. Time table is drafted & finalized by the principal after discussion with the academic council. The papers are allotted to teacher after considering their qualification, subject specialization & experience. Continuous evaluation is conducted throughout the year by unit test observation during internship programme & assessment of practicum work.

File Description	Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

##### 1.1.2

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

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

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

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

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

### **1.1.3**

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 76.19

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

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.2

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

**Response: 2**

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

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

**File Description**

**Document**

Data as per Data Template

[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: 59.38**

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	65	46	12

**File Description**

**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
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The curriculum followed by the **Vivekanand VIPF Institute of Education** which is affiliated to Maulana Mazharul Haque Arabic and Persian University, patna helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is



done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

File Description	Document
List of activities conducted in support of the above	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

**Vivekanand VIPF Institute of Education** aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, and State Boards Students were also acquainted with the knowledge of different State Boards of India.briefing the students regarding all these important aspects of diversity in school education in India.

**Vivekanand VIPF Institute of Education** During the orientation session held prior to the commencement of the class, students are acquainted with the school system. They are also introduced to the various board before the start of the internship program. As they only visit different levels of government schools, they are asked to closely observe private schools affiliated to CBSE in rural and urban areas. Furthermore, students are made to analyse the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members of the schools they visit. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Though all the schools where the student pursue their internship are government schools the evaluation policy generally varies from school to school, the students also asked to observe the assessment policy.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 1.3.3

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

## Programme

### Response:

B.Ed. programme provides sustained engagement with self, child, community & school at different levels & establish a close connection between different curricular areas. The curricular areas of perspective in education' and curriculum and pedagogic studies offer field engagement through different tasks & projects with community, the school and the child in school & out of school, which they perform during practicum. These areas help them as a regular teacher in internship programme, where they implement the theoretical knowledge in real context. The teacher enrichment course of self-identity & the teacher enriching learning through ICT, helps in exploring library & other learning resources that are designed in workshop & seminar mode to develop the personal & professional aspiration of the self as a teacher to provide opportunities for self-reflection & analysis. Courses on language proficiency help them to understand & sharpen their language & communication skill, which are visible through the activities like presentation of cultural programme in school & at institution during sports & cultural event. Techniques learn during workshop in education helps them to transact the pedagogical content in playful manner. Workshop on art & craft develop a vast repertoire of capabilities & skills in drawing, craft work education. Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world. **Vivekanand VIPF Institute of Education** Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.

### File Description

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

### File Description

### 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:** E. Feedback not collected

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 64.6

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

#### 2.1.2

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

**Response:** 73.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	44	29	10

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

### 2.1.3

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

**Response:** 0

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

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

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

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

State level common entrance test for admission in B.Ed. course is organized and conducted by State government. The college has no any role in the entrance exam of B.Ed. students. Students are given the opportunity to get admission in B.Ed. course as per their performance in B.Ed. entrance examination. College has developed a well-defined five-point observation schedule potent enough to map the teaching skills, social skills, General awareness, Language proficiency and Basic ICT knowledge of the student teachers. This entry level assessment process is initiated religiously two weeks after the start of the

particular academic session every year. It is usually to ensure that the basic skills required by the teaching job is present in them and also as a first step to induct them into the prevailing system. A three point scale observation schedule spanning the teaching skills, subject knowledge and practical knowledge is also prepared by the college to assess the entry level behaviour of the student teachers in each optional subject. The data collected from them is analysed by the teacher educators and the students of various levels ranking from low to high performers are identified, following which the curriculum is planned properly with the necessary inculcation of learning experiences. The low performers are given counselling to induct them into the learning programme and they are constantly given mentoring as and when required. Appropriate remedial measures are planned in such a way as to bring them to the for front as other prospective teachers.

## 2.2.2

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

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

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

File Description	Document
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 2.2.3

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

**Response:** No Special effort put forth in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>

#### 2.2.4

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

**Response:** 200

##### 2.2.4.1 Number of mentors in the Institution

Response: 01

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

## 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:**

**Focused group discussion:-** Group discussion are held regularly where students get opportunity to think from different angles and incorporate all these points while writing answers in the exam. It not only inculcates team spirit but also improves their communication skills while sharing opinions and exchanging views with others, enables to think in divergent directions to generate more points and a good presentation of the topic and enhances analytical ability.

**Online Mode:-** Nearly all teachers are using Google meet, Zoom app, Google Classroom Application to teach their respective subjects. WhatsApp Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

**Participative learning:-** Our College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Quiz, Case Study, Project and so on.

**Active Learning Methodology:-** Workshop on art in education is the part of work experience. In this

workshop skills of art & craft are develop in student teacher such as free drawing clay work, pottery, puppetry art, dance & music. In the course self identity & the teacher, drama in education. During this workshop basic of drama & how it can be used as intervention for pedagogical subject as given hand on experience. In this workshop student teacher not only enhance their artistic skill but also learn to use in the classroom teaching.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

### 2.3.3

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

**Response:** 0

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

**Response:** 00



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

### 2.3.4

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

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

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

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

**Response:**

**Faculty of the college are always available in faculty room.** Trainees contact faculty for their query and their grievances are fulfilled. Subject teachers monitor the activities of teaching learning and give proper suggestions for improvement. In Vivekanand VIPF Institute of Education , Student Mentoring is carried out in 3 ways. First the faculty is decided by the head of Institution to Mentor student during their internship programme. They visit the respective school where trainees are sent . Secondly the student of first year B.Ed. are divided into small group for which two-three mentors are appointed to guide them during the Workshop Seminar In the same manner 2nd year B.Ed. student are also divided with topics for Workshop/Seminar on development of teacher/ develop as a teacher, know about classroom management, harmonious classroom, know about society and religion and write its reflection. Thirdly for sport, cultural programme Annual function faculty member are divided into two committee one is sports committee and second is Cultural Committee. The student along with their Committee Coordinators help to learn how to organize and execute the activities in their school, which also give them chance to explore their own hidden talent in respective field. In this way under the guidance of their mentor during

Workshop/Seminar, student/trainees express their thought independently without any fear and overcome their stage Phobia, which make them better communicator and ultimately a leader to give direction to new generation.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 2.3.6

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

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

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

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

**Art and craft workshop:-**Student teacher get opportunities to experiment and create pieces of art using different art forms like free drawing, and others under the guidance of mentors for the workshop.

Reflecting and discussing about their experience of creative work. In this way it enables learners to achieve a balanced growth as a social being in tune with our culture, provide all around development for learners, which they learn during this workshop, aim of art education.

**Lesson plan:-** During the pedagogy classes , when student teacher are asked to prepare lesson plan, proper guidance is provided so that they can cater to the diverse need of the pupil in the classroom, at the same time make the topic interesting for them to grasp the content easily & meaningfully. During the whole process the student teacher has to use its intellectual, thinking skills as well as creative talent in making the lesson plan effective to achieve the desired objective stated.

**Details on significant innovations introduced by the institution are as follows:-**

- Morning assembly is theme based. The institutional values are practiced during morning assembly.
- Various functions of cultural and literary interest is organized in the college.
- Important days like-human day, environment day, birth days of educationist, Annual day etc are celebrated in the college.
- Outdoor programmes like excursion, awareness programme etc are also organized.
- Annual function for cultural and physical activities is organized.

**Following activities are performed during morning assembly:-**

- Prayer with music.
- News of national, international and regional importance.
- Important statement of educationists.
- Important work of the day.
- Status of readiness for next activity/programme.
- House wise performance of students.
- Measures to develop self-discipline.

**Following are the reflections of institution on the best practice in the delivery of instruction by the use of technology:-**

- Wi-Fi facility is available in the campus.\
- One class-room is equipped with smart board.
- Well equipped information and communication technology lab with advance electronic gadgets.
- Special lectures are delivered by power-point.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

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

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

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

## **2.4.2**

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**

## 9. Mobilizing relevant and varied learning resources

## 10. Evolving ICT based learning situations

## 11. Exposure to Braille /Indian languages /Community engagement

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

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

### 2.4.3

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

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

**Response:** 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.4

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities

3. Performance tests
4. Oral assessment
5. Rating Scales

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

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

#### 2.4.5

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

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

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

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

#### 2.4.6

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

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

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

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

#### 2.4.7

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

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

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

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

#### 2.4.8

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

**Response:**

Principal of the **Vivekanand VIPF Institute of Education** Co-Ordinate all activities regarding practice teaching .At the end of practice teaching, practice-teaching completion ceremony is celebrated in each practice-teaching schools. In this ceremony all teachers and head master of concerned school gives their views on the performance of pupil teacher. Finally, headmaster issues the certificate of successful practicing teaching performed by Pupil teachers. From the session 2017-19, the process has been changed and as per the new syllabus all trainees have to practice their lesson for three months in second year of programme. All trainees practice their lesson for three months in second year of programme.

Lesson plan is being carried out in secondary/ higher secondary level schools situated nearby Aurangabad .Numbers of pupil teachers allotted in each school are as per the strength of students enrolled in the schools. Students prepare their lesson-plan one day before. Deputed teacher educators check lesson plan and give suggestion for perfection. All trainees have to give one lesson in each method

paper daily. It is compulsory for all pupil teachers to have audio visual aids during teaching in class room. Total 20 lessons are given by each trainee in two method subjects. Besides 40 lessons, they have to give two criticism lessons. Faculty members are deputed in each school to observe the lesson in class room and monitoring of practice teaching. Classroom teaching is also observed by the regular teachers of concerned schools. Proper comment/feedback is given by teacher educator/ teachers on the last page of lesson-plan.

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

#### 2.4.9

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

**Response:** 12.5

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

**Response:** 8

File Description	Document
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### 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
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.11**

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

**Response:**

**Aurangabad District Education officer allotted schools for practice teaching.** We distribute all students in allotted school as per the convenience of students and requirement of the schools. We send our students with full preparation and capabilities of effective teaching. We nominate supervisors in every allotted schools for effective monitoring to our students Teachers. The supervisor visits schools to supervise the student teachers during practice teaching. They present inside the classroom and monitor their students during delivering lessons. After the completion of their lesson, they give some positive suggestions. The supervisors take feedback for every student-teacher by giving some questionnaire to learner, teacher and Principal. We adopt a mechanism of supervision in which every stake holders of effective practice teaching makes an effective role for the construction of new teacher. The supervisor visits frequently to allotted schools and make a presence in class during taking class by student teachers. They organise peer teaching also. They take feedback by Learners to ensure the effective teaching. We involve teachers of school concern as well as Principal for giving feedback and suggestions as required. Our student teachers actively participate in school assembly. They organise cultural and academic programme for the learners. They actively participate in sports and community services. They make an effective participation in conducting seminars, quiz competitions, essay competitions, and debate etc. for learners. They also take part in assessment of learners. These activities are monitored by supervisors very effectively.

**Vivekanand VIPF Institute of Education adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.**

- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plansThe student-teachers are allowed to deliver the duly approved lesson plans.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Detailed feedback is also provided in the college collectively on subsequent days.

- Two lessons per day are delivered during their practice teaching sessions.

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

#### 2.4.12

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

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

(\* ‘Schools’ to be read as “TEIs” for PG programmes)

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

File Description	Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 2.4.13

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

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

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

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 25

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

**Response:** 4

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

### 2.5.3

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

**Response:** 7.88

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

Response: 126

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

#### 2.5.4

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

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

**Response:**

- **In house discussions on current developments and issues in education:-**All the teachers in IQAC room gather formally or informally and discuss about current trends in educational policies. The implementation of NEP 2020 in our college was discussed thoroughly and took some measures to implement it in our college. The teacher educators share their opinions and ideas regarding article publications about new developments and problems in teacher education. Every academic year and academic calendar are discussed in in-house discussion session. The staff of our college attend National, International and state level seminars, workshops online as well as offline mode and after attending they discuss their experiences in in-house discussion.
- **Sharing information with colleagues and with other institutions on policies and regulations:-** The teacher educators always share information with colleagues and with other institutions on policies and regulations. The university, UGC, NCTE guidelines and directions are shared with colleagues and principal. Our college is affiliated to Maulana Mazharul Haque Arabic and Persian University and it follows the guidelines issued by the University.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

#### 2.6.1

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

**Response:**

**Vivekanand VIPF Institute of Education** sticks to academic schedule which is being given by the Maulana Mazharul Haque Arabic and Persian University, Patna for Conduction of nonstop internal

evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth it set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Maulana Mazharul Haque Arabic and Persian University, Patna . The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

- During their sports and cultural activity they have access on good character which is the need of society and the manner in which they work and co-ordinates in organizing programme at their school.
- Unit Test are taken for their theory exam, as well as assignment are given to evaluate their critical thinking. This all help them to prepare for their terminal exam conducted by the University. During their unit test paper like Childhood Growing up, Learning Teaching help to develop psychology about children and their learning to improve teaching style.
- Curriculum Knowledge develop understanding of class-room and its relation to syllabus, text books and class-room practices. Assessment for Learning course proposes that student teachers become conscious of subject areas like Language (Hindi, English, Sanskrit), Mathematics, Science and Social Science enable student teacher to develop a perspective in that subject area.
- Teacher make observation of student during their school internship programme like classroom observation, community work and other co-curricular activities.
- Teacher during Workshop Seminar evaluate them to develop as human beings, as well as a teacher of future.

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

## 2.6.2

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

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

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

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

**We are follows the guideline set by the University for the Conduct of examination:-**

- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.
- The evaluated unit test & practicum copies are distributed to student and can report any discrepancies. If any grievances are marked student can directly approach the concerned teacher and then issues are resolved. In this way transparency and efficiency related to examination grievance are redressed.
- There is no provision of re-evaluation and supplementary improvement examination, so the students can file RTI at university to get copies of their answer-sheet, in case of issues after result. If the student is not satisfied by the evaluation, examinee can review his answer sheet to subject experts & if there is a positive feedback then the student may apply for revaluation in University.
- Institute keenly observed that the grievances of the student are addressed in a definite time period with efficiency and transparency to resolve any issues related to internal or external examination.
- Students are orientated at the start of the session regarding rules and regulations.

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

### 2.6.4

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

**Response:**

The institution academic calendar draft is prepared as per the university guidelines which is placed in staff meeting with Principal, discussed in detail and approved with correction if any, required before commencement of every unit / term . Before the commencement of the academic year, the institution prepares and publishes “Academic Calendar” containing the relevant information regarding the teaching learning schedule (Working days), various events to be organized, holidays, dates of internal examination, unit/ term examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluations process and displayed in the Principal’s office. The students’ academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test examinations. The review of internal assessment is taken by the principal regularly. For the implementation of internal assessment process, staff committee is formed at the college level which monitor overall internal assessment process.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

**(PLOs) :-**Completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

**Content Competency:** to impart relevant knowledge with respect to foundation and methodology courses, to promote mastery over the required content. to know, select and use teaching methods. to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum, to acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning. to analyse the content, text books and syllabus.

**Pedagogical Skills:-**To impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

**Professional Ethics:-**to imbibe and uphold qualities of a good teacher , to be just and impartial , to show love and respect to the individuality of the child , to inspire and professionally help the parents for the care and guidance of their wards , to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

**(CLOs):-**After the completion of the course the student will be able to Childhood & Adolescence Understanding of Educational Technology Language Across the School Curriculum Understanding Discipline and Pedagogy: Language, Social Science, Science, Mathematics, Commerce ICT Basics Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India Techniques, Methods & Approches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education Educational Evaluation Guidance & Counselling Value Education Health & Physical Education etc.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 2.7.2

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

**Response:** 144.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	65	46	12

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

## 2.7.3

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

**Response:**

**Vivekanand VIPF Institute of Education** ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile. The purpose behind this profiling is to ensure effective assessment of learning. We



often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners. The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

- **The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.**
- **The results of each academic year are analysed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers.**
- **Teachers plan those learning activities in the subject class that can motivate learners to analyse their learning outcomes.**
- **Winners of cultural and Sports events are awarded prizes.**
- **The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.**

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 2.7.4

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

**Response:** 100

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

**Response:** 100

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

### 2.7.5

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

#### **Response:**

Assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action. The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow Code of Conduct, whether they show active participation in extracurricular, community based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as cocurricular activities emphasises collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games , survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

### **2.8.1**

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

**Response: 3.54**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

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

#### 3.1.2

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

**Response:** 0

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

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

File Description	Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

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

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

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

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

### 3.1.4

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

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

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

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 0.06

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

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

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

### 3.2.2

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

**Response:** 0

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

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

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

## 3.3 Outreach Activities

### 3.3.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	00	0	0	0

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

**3.3.2****Percentage of students participating in outreach activities organized by the institution during the last five years****Response: 0****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	00	0	0	00

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

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

**Response:** 59.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	65	46	12

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

**3.3.4**

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

**Response:**

**Vivekanand VIPF Institute of Education** organizes and participates in various outreach activities with a dual objective of not only sanitizing students about various social issue and also contribute to community and strengthen community participation. Our institution takes part in various initiatives like Swacch Bharat initiative under which the institute has constructed public toilets. Awareness literacy programme, International Women's Day, and International Yoga day is celebrated every year to ensure healthy body and mind. Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao, Rally connecting the students with the larger social issue in the community and making them socially responsible, sensitive and thus facilitates in their holistic development. 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. Fortunately, idea of the cleaning the campuses, the surroundings. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation. Between Covid period college distribute food medicine and many other things for people.



File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 0

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

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

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

## 3.4 Collaboration and Linkages

### 3.4.1

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

**Response:** 0

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

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

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:** 0

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

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

### 3.4.3

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

**Vivekanand VIPF Institute of Education has the following Facilities available in its campus:-**

#### **IT Infrastructure:**

- ERP software to maintain the data base of the students
- Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Staff Room with ICT facility
- Audio system
- Internal and external surveillance system (CCTV) cameras and LCD for security and smooth administration.

#### **Teaching, Learning & Infrastructure Facilities**

- Playground for playing Kabaddi, Volley Ball, Badminton, Kho - Kho etc.
- Well Ventilated & Spacious Class Rooms with white and Green Boards & LCD Projector, Conference & Seminar Hall, Music Rooms, Well equipped Drawing Hall with drawing boards, Semi Digital Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.
- Seprate Common Room for girls and boys
- Medical first aid and stretchers and Baby Care Room
- Fire Extinguishers in entire building
- Generator for power back up
- Canteen facilities for the students and teachers
- Sufficient drinking Water facilities with aqua guard purifier
- Summer sable for regular water supply
- Own Electricity Transformer for continuous supply of electricity without voltage flucktuation
- Organic Compost making area
- Conference room
- Disabled friendly Campus
- Good drainage system for the outlet of the waste water
- Waiting lounge
- Language room
- Seminar Room with projector
- Sports Room

- Music Room
- Guest Room
- Visitors Room
- Multi-Purpose Auditorium with sound system facilities and having 250 plus seating capacity
- Ramp for Divyangjan Students

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

- Library Software is there for issuing the books and keeping records accordingly.
- Well-furnished Library
- Semi-automated Library
- Good Nos. of course books and Reference books
- Computerized accession of books
- Library Software is there for issuing the books and keeping records accordingly.
- Repography facility available for the students

#### **Laboratories**

- Psychology Lab
- Language lab
- Social Studies Lab
- Science and Math lab
- Art and Craft and Music Lab
- Educational Technology lab

#### **Sports Facilities and Fitness Center**

- Volley Ball
- Badminton
- Skipping
- Short put
- Discus
- Javelline
- Unisex Gym
- Kho-Kho

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

#### **4.1.2**

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom,**

**LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 22.22

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

**Response:** 2

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

**Response:** 9

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 28.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
28.51	21.22	28.19	1.6	00

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

**4.2 Library as a Learning Resource**

**4.2.1**

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

**Response:**

**Vivekanand VIPE Institute of Education** has its own integrated Library management system(ilms). The complete process of acquiring books and its technical processing is completed using the designated module of the software. The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. The ILMS is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records.

**Details on the access to the staff and students and the frequency of use, are as follows:-**

**Access to the staff and students:** Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

**Benefits of Library Automation.**

The automation of the library with software has several benefits:

- Security: Ensures data backup and secure handling of library resources.
- Management: Provides comprehensive reports and statistics for effective library management and administration.
- User-Friendly: Simplifies the user experience with reminders for due dates and easy cataloguing.
- Accessibility: Enhances the retrieval of books and resources through a powerful search facility.
- Accuracy: Reduces errors in record-keeping and book tracking.
- Efficiency: Streamlines daily library operations, including book issuance, return, and cataloguing.

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

**4.2.2**

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

**Response:**

**Library has provided the access of e-resources by providing unique User ID and Password given by the College administrator (Librarian).** The teachers may access e-books & e-Journals . Institution has remote access to library e-resources By which teachers use frequently. In the upcoming academic year we plan to extend the access of e-resources to students through Unique ID subsequently. We have the following facilities in our Library. The library has a Digital Library with a computer and internet facility with an open-access for both students and staff. The Details regarding staff and student access and the frequency of use are as follows:

Teachers use computers and the Internet to access a variety of resources, tools and information about teaching topics, teaching-learning process, teaching strategies, self-study report of technologies, classroom, interactions, various innovations in teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent research related to educational development and academic complexities etc. It helps them access, learn and compare the existing educational development of other countries along with their educational methods of indigenous systems.

**Frequency of use: The library is used almost every working day:**

**By Teaching Staff: as and when required**

**By Students: as and when required**

- All the books details are stored on ILMS
- Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days
- We have an exclusive reference section which can be accessed by the students and staff etc
- Teachers can borrow 15 books for a period of 1 month

File Description	Document
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

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

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

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

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

#### 4.2.4

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

**Response:** 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.33	0	0.3	0

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

#### 4.2.5

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

**Response:** 0

**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:** 00

**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: 00	
<b>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</b>	
Response: 00	
<b>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.</b>	
Response: 00	
<b>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.</b>	
Response: 00	
<b>File Description</b>	<b>Document</b>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

<b>4.2.6</b>	
<b>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</b>	
<b>1.Relevant educational documents are obtained on a regular basis</b> <b>2.Documents are made available from other libraries on loan</b> <b>3.Documents are obtained as and when teachers recommend</b> <b>4.Documents are obtained as gifts to College</b>	
<b>Response:</b> C. Any 2 of the above	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

<b>4.3.1</b>
<b>Institution updates its ICT facilities including Wi-Fi</b>
<b>Response:</b>

**Institute has updated ICT facility with Wi-fi**

The institution is totally technology enabled since 2012. There is 24\*7 internet and Wi-Fi connection available for the staff and students. There have Projectors, LCD projectors, laptops, audio-visual equipment like,PD, microphones, speakers, camera and video camera. All these resources are well utilised to make teaching-learning meaningful.

**The Available ICT facilities in the institution are as follows:**

**College Administrative Office:** is furnished with high configured systems with printers. The office is well connected with internet and Wi-Fi, and Biometric system to monitor the movement of the staff.

**Computer Lab:** Well-furnished with a server with high configuration and LAN connection, headphones, interactive board with LCD projector and Internet and Wi-Fi Connected.

**Technology Enabled Classrooms:** All the classrooms are well furnished with a Computer, LCD

projector and SMART class rooms are with interactive board and with internet and Wi-Fi connection. Audio system, and with internet and Wi-Fi connection.

**Accessibility:** The staff and Student-Teachers have an access to internet and Wi-Fi connection. Each student-teacher is given a separate user name and pass word. Each student is given more than 30 minutes to browse the net. The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. The staff and student teachers also use the ET equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

**Software:** The institution uses predominantly Windows 7 and 8, MS office 2010, 2013 and Tally ERP 9, Photoshop, Library Software LMS.

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

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

**Response:** 7.69

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

### 4.3.3

#### Internet bandwidth available in the institution

**Response:** 100

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

Response: 100

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

### 4.3.4

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

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 8.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.86	12.64	6.09	1.87	00.001

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

### 4.4.2

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

**Response:**

**Vivekanand VIPF Institute of Education** has many classrooms, seminar room's students' common room, staff room, administrative room, library and playground for sports and cultural activities. The

Building has separate toilet facility for staff and students. For smooth functioning of the institution under the guidance of the governing body various committee has been formed to look after the various academic activities. Student's welfare scheme such as scholarship facility offered by the state government are also notified to students. In the college building a playground for outdoor games, like Kabaddi, Kho- Kho etc. Students play there properly. The college has a well-stocked library with around more above books and a few journals. There is a reading room in the library and students can borrow books sharing their library cards. The college has maintenance committee that oversees the maintenance of buildings classrooms and laboratories. Adequate house staff is employed to meticulously maintain hygiene cleanliness and infrastructure on the campus so as to provide congenial learning environment classrooms, staff rooms, seminar halls and laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Washroom are well maintained. Dustbins are placed in every floor. The green corner of the campus is well maintained by the staff. Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance of CCTV cameras & water purifiers. Apart from the college called upon the electrician and plumber, according to their need. Parking facility is well organized. The campus maintenance is monitored through surveillance cameras.

**Vivekanand VIPF Institute of Education** verifies the stocks annually to check the physical availabilities of equipment of various laboratories and the library. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identify the damaged items and books and recommended for purchasing & mending if required any. After proper recommendation by the both the Committees, different items and books done as required are procured. All formalities related to the purchase and disposal of old damaged equipment and books are done as per the store and purchase rules. This practice is rigorously followed in the college. The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for the purpose.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

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

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

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** E. Any 4 or less of the above

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

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

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

### 5.1.4

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

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

## 6. Group insurance (Health/Accident)

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 0

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

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

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

### 5.2.2

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

**Response:** 0

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

**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
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 3.13

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

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

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

During the establishment of our institution there contribution for students are very satisfactory. Students council is an organisation conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects in addition to planning and service projects. in addition to planning events that contribute to school spirit and community welfare, the students council is the voice of the student body,. They help share student ideas, interests and concerns with the school vide community. Many members learn skills that were an extension of their formal education? They should share with their teachers the burden of work in the school by farming committees of discipline, literacy activates, culture, functions and sports, etc, even now in many schools no permission has been made for students committees. In such schools committees should be established and the students should be gradually given the opportunity to takes up responsibilities. A students council can be do many thing for the school with assistant of such committees. The aim of producing ideal citizens for such democratic set up can be

realized through students councils. Students councils usually do not have funding authority and generally must generate their operating funds through fundraisers such as can washes and bake sales. Some students councils have a budget from the school, along with responsibility for funding variety of students activities within a school.

#### **Functions of student's council:-**

- The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.in College no of
- Planning and management of related activities are performed with in-charge faculty during educational tours.
- Looks after the cleanliness of parking lot and maintain discipline in the institution.
- Issue related to academic & non-academic activities are reported to the concern incharge.
- The class representative acts as a bridge between their colleagues and the Head of the department, to ensure timely dissemination of information regarding different activities, examination and maintaining attendance records.

Welfare committee always tried to play active role in our institution for the betterment for the students. If some students have some issue like books in particular writer in our library then the welfare department play the active role with the management team of our college.

**Committees:-** All programs have committee for each course that comprise of student members. For each committee it provide feedback on all aspects of the programs and respective course committee meetings are held regularly at least twice in each Year. Cultural Committee and Sports and Recreation Committee students have strong representations in all cultural and sports and games events with the help of organization and management.

**Organization of special events:-** Students organize and celebrate the national Teachers day on September 5th every year honouring respective teachers and presenting cultural programs.

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

#### **5.3.2**

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

**Response: 6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	4	4	2

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

#### **Response:**

Contributions of **Vivekanand VIPF Institute of Education** Alumni in the Growth and Development of the College

- The suggestions provided by the alumni helps the college keep in pace with changing needs of the society.
- The Alumni helps in establishing identity of the college.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college. Helps in publicity

There is an active non-registered alumni association in the institution. Time to time the members are invited to contribute significantly with their ideas of better practices. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the main purpose of alumni associations is to support a network of former graduates who will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization and ask for their participation in starting the Association. The alumni Association. Contributes significantly to the development of the institution through financial and non

financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas. Aims and objectives. To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would to the general development of the Institute. To raise funds for various welfare and other schemes in the college as approved by the association To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day. To arrange social and cultural functions. The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development. Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2

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

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

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

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

### 5.4.3

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

**Response:** 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	1	0	2

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

### 5.4.4

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

**Response:**

Pass out students organizes sports events with active participation. They can also assist and motivate students to development proper skill of a particular game. Through alumni association the pas out students gave guest lecture to the new students. Some of our students gave guest lecture. They also participate in our annual sports day a well as in our annual function both some time they show their or perform some cultural event also. Alumni association always try to play effective role for our fresh students and as well as our pass out students alumni our alumni association try to interact with new

student to our alumni through this the alumni Jeep the motivation speech to the new students that have the new students prepare their future plan for getting job. What book they have to play how a educational notes will prepare how students can manage the time for study how the students can make their own notes by following internet, YouTube, E- library, throw alumni association the new students interact with the alumni the interact with each other for their future benefits like job recommendation future guidance in the matter of education etc. The contribution of alumni towards their Alumni Association is undoubtedly very significant. Vivekanand VIPF Institute of Education has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association working under the guidance of Alumni Committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college.

### **Contribution of Alumni to the Growth and Development of the College:-**

- The suggestions provided by the alumni helps the college keep in pace with changing needs of the society
- The Alumni helps in establishing identity of the college.
- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- Helps in publicity

**Alumni as advisors:-** Alumni's feedback and suggestions are taken to bring improvements in the curriculum, value oriented suggestions for the development of the institution, and to bring innovation in the curriculum, and how the curriculum can be improved as per the current needs and career-oriented, thereby enriching and enriching the curriculum.

**Contribution of Alumni to the Institution:-** Alumni have been a great contribution in the development of the institute, whether it is for any student of the institute to get a job or a student needing help in the country or abroad, the alumni always support those students. Alumni participation in the admission process is very much helpful.

**Alumni Mentorship:-** Alumni mentors are appointed in the institute where the vision, mission and values of the institute are discussed and feedback is taken. Their feedback is recognized for planning and development of the institute and curriculum, curriculum development and its needs, development and necessary steps are taken to develop Alumni Mentorship and simultaneously cultural values are discussed and their arising issues are also resolved in which guidance is provided by keeping.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**Vision:-** To provide quality Teachers Training to achieve quality education in schools and to create healthy and positive child friendly environment in school education system able to prepare strong younger generation for creation of a knowledge based peace loving human society.

**Mission:-** To make the institution, a centre committed to provide educational training with practical approach and ethical value, a centre for acquisition and dissemination of knowledge, information, education and culture.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 6.1.2

**Institution practices decentralization and participative management**

**Response:**

**Vivekanand VIPF Institute of Education** practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice can be seen in the extensive delegation of authority to the teachers in the college. The Staff committee is chaired by the Principal. Every faculty in the college is a member of two or more committees in the college. Teachers' engagement in the overall functioning of the college through the staff committees is enumerated below:

- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is an integral to the institution and informs its functioning at every level.
- The Principal looks after the Teaching Plans prepared by the faculty members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial

measures, departmental and inter-college exercises, departmental excursions and study tours.

- They have liberty to introduce creative and innovative measures for the benefit of the students of the college.
- They can decide on the nature, pattern and duration of special and remedial classes for the students of the college if need arises
- All the above features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functionally at every level.
- The principal oversees the teaching plan teachers have the right to make adjustment in the routine. The college has a proper discipline and code of conduct by heading and participating in staff
- committees such as the General Purchase Committee, the Development Committee, the Anti-Ragging Cell, the Discipline Committee, and the Student Advisory Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment and others.
- Governing Body included teachers and students can decide on the nature, pattern, and duration of special and remedial classes for the students of their department.
- Teachers are appointed as representatives in the Governing Body for all responsibilities.

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

### 6.1.3

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

##### Response:

**Financial Affairs:- Vivekanand VIPF Institute of Education** is a self-finance institution. Salaries and other expenditures are directly controlled by the Vivekanand VIPF Institute of Education . Tuition fee collected from the students is the source of salary provided to the faculty and also to the other expenses of the college. Fee and funds available with the college are directly controlled by the Society. Audits are periodically conducted to ensure complete transparency. Payments are made through bank. Scholarships and other benefits available to the students are directly credited into their bank accounts.

**Academic Affairs:-** Vivekanand VIPF Institute of Education offers B.Ed. course. Admission is taken on the basis of entrance examination conducted by the state government. Admission is done as per the guidelines issued by the Maulana Mazharul Haque Arabic and Persian University and state government from time to time.

**Administrative Affairs:-** Every employee from top to bottom is part of the college administration. Teaching as well as nonteaching is given additional tasks in addition to their normal duties at the



beginning of the session. interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

**Other Affairs:-** Miscellaneous activities of the college is controlled by the management members of the society and the college staff with different convenors of the committee

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

**Vivekanand VIPF Institute of Education** follows the Academic calendar prescribed by the affiliating university. The college follows this academic calendar for implementing curricular and co-curricular activities. The syllabus is distributed at the beginning of each semester. The college organizes orientation programmes for the freshly inducted B.Ed. students. Teachers motivate the Students for associate learning and conceptual learning. Trainee teachers are asked to deliver seminar through PPT presentation. Smart classroom and E-learning facilities are also introduced. Tutoring, Counseling, remedial classes, group discussions are provided especially emphasized for those who are differently abled or slow learner . Supervision during internship programmes of trainee teachers is executed properly. Continuous assessment and evaluation is done to measure outcomes. Different educational excursions, assignments fieldworks seminar, visit to other places, cocurricular activities are arranged for enhancement of learning skills of the trainee teachers. Regular feedback is obtained from trainee teachers for improving teaching learning method. Teachers are deeply concerned and interested in students' progress.<http://maharshibed.org/activities.html>. Method improvement at better education emerged due to the difficulties that were confronted in education and relevant regions. Troubles which includes boom at unemployed college graduates, alternate at student demographics, decrease of scores necessary for getting into the departments and limitations of resources made essential to transport in accordance with method improvement and strategic plans for better schooling institutes.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2

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

**Response:**

**Hierarchy of Administrative setup:-** Institutional bodies form an effective and efficient as visible policies administration set up. Office Assistant is the authority of all administrative function. An office has been setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic committee frames policies and regulations and it is published in the academic Calendar of the college. Administrative committee review academic economic and physical facilities and other activities of the college and suggest remedial measures.

**Functioning:-** Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program to participate in refresher courses, orientation programs, seminars, workshops, conferences resource persons to various institutions. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

**Recruitment of Faculty:-** The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of Aryabrata Charitable Trust. The principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The principal along with members of the teaching and non-teaching staff implements the decisions and policies of the management. Faculty members report to the principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Maulana Mazharul Haque Arabic and Persian University. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students.

File Description	Document
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

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

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

#### **6.2.4**

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

**Response:**

Planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the Maulana Mazharul Haque Arabic and Persian University and the vision and mission of the Vivekanand VIPF Institute of Education . It is based on feedback and suggestions in meetings with stakeholders such as college students, Headmaster of the schools, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC members. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic, sports and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level.The administrative functions of the college are carried out by the principal through a series of college committees. All the cells/ committees are formed by the governing body and Teachers' Council. The Principal acts as a chairperson of these committees.The members of these committees are teaching staff and students . These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup.The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Vivekanand VIPF Institute of Education** offers worthwhile welfare schemes to all the teaching and non teaching staff to ensure and boost their work culture and efficiency. The college provides financial assistance by providing advance salary as per need and neccesity of the teaching and non-teaching staff . The female teachers get maternity leave. Festival advance, for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit .Purified drinking water facility, and recreation room are also provided the college. These are few of the schemes which are initiated as part of our welfare measures.

**The institution provides various welfare measures for teaching and non-teaching staffs.**

**Monitory welfare measures-**

- Advance salary facility
- Loan Facility
- Residences for male teachers.

**Non Monitory welfare measures-**

- Health awareness programme like- yoga & meditation
- Apart form the monetary welfare measures provide non monetary welfare measures also to both teaching and non-teaching staff.
- Campus clinic and medical check-up facility
- Legal counselling services.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**workshops and towards membership fees of professional bodies during the last five years****Response:** 8.75**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.3****Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response:** 0**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	00	0	0	0

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

#### 6.3.4

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

**Response:** 0

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

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

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

#### 6.3.5

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

**Response:**

Performance appraisal system of the Teaching and non-teaching staff is equally important for the efficient running of an institution. Self appraisal sheets are maintained by the teachers. The teachers are evaluated/promoted following a transparent process on the basis of performance appraisal system . The career advancement scheme of teachers is done by following this system. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his/her promotion .Teaching and Non- Teaching staff get promoted after performance appraisal reports presented by principal. Every year College collect filled performance appraisal form by Teaching and Non-Teaching Staff and store in record room. The principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the principal regularly.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

External audit is carried by the authorized chartered accountant at the end of financial year. The accounting and auditing committee looks after the internal audit and it is presented to the certified chartered accountant. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system. The internal and external audit includes scrutiny of the following Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending an appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues. Receipts from fee, donations, contributions, interest earned and interest on investments. Payments to vendors, Staff, contractors, students and other service providers. There is an audit committee which has a responsibilities like The audit committee reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit vendors. Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors. External audit done by the Chartered Accountant is an act of maintaining financial transparency in the institution. The Chartered Accountant along with his team visits and prepares the audit report. So the college accounts are regularly audited by both internal and external statutory bodies. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4.2

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

**Response:** 0

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

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

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

## 6.4.3

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

**Response:**

**Vivekanand VIPF Institute of Education** is a self-finance college. The Income of the college is generated from fees of students only. The college is self-assisting and does no longer acquire any investment to perform this system. The best supply of revenue is the charge gathered from college students according with affiliating college guidelines. College manage all fund mobilization in different different section like as:

- Faculty development through
- ICT Lab
- Teaching learning management
- Career guidance

For easy going for walks of the institution numerous committees/cell were constituted. Each committee/cell studies its personal field and analyses the requirements after which it is forwarded. No authority shall exercise its powers of sanctioning expenditure to skip an order which will be without delay or indirectly to its own advantage. The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal. main heads of utilization of resources are mentioned below: Infrastructural facilities including



repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund etc.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

Important function of this committee is to develop new methods and systems for conscious continuous and catalytic improvement and to promote developmental steps towards learning. This committee works to improve the quality of Institutional and students. The committee always works relentlessly for the progress and development of students Under this committee, development oriented and quality oriented programs of students are organized in which expert subject related lectures and motivational lectures are also arranged through which the academic and non-academic aspects of the trainees are strengthened and the process of overall development of the students is carried out.. The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching. The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organizes Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

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

### 6.5.2

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

##### **Response:**

Institution reviews its teaching-learning process by comparing the final results of the students in comparison of previous year final results. The IQAC of the college consists of all those faculty members and non teaching staff who are strategically important for academic, administrative financial and student support faculties of the college. Because of this it becomes a very important planning and implementation body of the college. The IQAC has also implemented the practice of uploading of the gist of class lectures on the college website. Among several teaching learning reforms implemented by the IQAC the following may be considered as important:

- Self appraisal forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching learning process through college management.
- Topic wise annual distribution of the curriculum and its upload on the college website has been insured by IQAC. The IQAC has also implemented the practice of uploading of the gist of class lecture on the college web.

teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. Students centric methods for clearing the concepts are adopted. The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities.

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

### 6.5.3

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

**Response: 8**

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	6	4	4	2

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

### 6.5.4

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

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

## 5. Participation in NIRF

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

### 6.5.5

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

**Response:**

IQAC is always been contributing towards organizational improvement within the committee including project based learning, and feedback of program outcomes, introduction of training sessions to trainees, MOUs with various organizations including schools, competitive examination classes, efforts to strengthen digital and multimedia content in the library. Steps are taken for enhancement in mentoring system Organization of Alumni Meets, organization of workshops and co-curricular activities for students and this co-curricular activities promotes the program of creating a healthy lifestyle among the trainees through sports, Alumni support is taken to strengthen the institution and involve them in programs for the development and progress of the institution. Institute makes continuous efforts to improve the quality of education through activities under the IQAC committee. The institution from its inception prepares a time table for teaching, learning and evaluation and keeps track of the work done according to the prepared time table. It is evaluated whether or not we are going effective. Efforts are being made to make the curriculum student cantered through applied learning, experiential learning etc. The IQAC committee sets the standard for various activities and processes of the organization. It observes the process and measures taken by the organization and also gives corrective suggestions in some respects and suggests remedial measures. Development of academic and administrative skills through internship programs. The trainee teachers of the college are provided 4 months of teaching practice in the schools as preservice training. They are interviewed for academic and administrative qualities through an internship program. During which period, the psychological and technical aspects of teaching and learning are interrelated and any discrepancies are resolved. Awareness programs are organized to promote education, health and environmental consciousness in the community.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

- Our institution has made energy policy regarding the precautions to be followed in order to conserve the electrical energy. The major precautions are creating awareness among the students and staff to switch off the lights whenever it is not necessary, use natural light in the day time, the ways and means to cut short the electricity consumption, alternative ways for energy utilization, etc. Awareness programs for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy.
- The College buildings are eco- friendly and energy efficient.
- The institution has its own solar plant to conserve energy in the limited premises of the campus. Proposal and discussions were made to expand its coverage, by aiming fully solar plant based energy consumption in the future years.
- Energy consuming and old equipment's are replaced as and when they are found worn out. The electrical bills are often monitored to curtail over use of power. Our college periodically conducts energy efficiency audits in our buildings to enforce and improve the overall energy performance.
- Solar lights have been installed at various places in the entire campus of the college so that electricity can be saved.
- Also we are using low voltage light emitting bulbs (LED) instead of high voltage tube lights to control the electricity consumption and this is for regarding the global warming to.
- The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage. LED lighting is very different from other lighting types such as incandescent and LED emits light in a specific direction, reducing the need for reflectors.
- The College buildings are eco- friendly and energy efficient.
- Instructions are displayed on the Bulletin board to emphasize the turning off of the electronic and electrical appliances, computers, lights and fans after usage.
- Power generated from solar panels is used for lights and fans in the College block.
- Annual Maintenance Contract for computers and Xerox machines helps us to obtain periodical services which in turn reduce more consumption of energy.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

**For waste management the action plans are:-**

It is mandatory on the part of every employ to report changes/additions in waste generation and steps taken to reduce generation of waste per unit of production.

- Liquid waste from the washroom and wash area is drained into separate pits respectively.
- The waste could be recycled /reused or disposed of.
- Waste avoidance and waste minimization at source.
- Paper waste be recycled using different ways.
- Waste management dumping for making compost.
- Different types of bins like red, green and blue for dry waste, wet waste and biomedical waste.
- Provision of vermi composting for waste management.
- A separate mechanism of e waste disposal is also followed by the institution. Yearly disposal of unwanted electronic devises are given to e waste vendors for contributing environment friendly atmosphere.
- Left out oil in the generator will be given to the generator service person for reuse.
- Pieces of chawks are powdered and mixed with lime powder and used for sports day activities.
- Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### **7.1.3**

**Institution waste management practices include**

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.4

**Institution has water management and conservation initiatives in the form of**

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 7.1.5

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

**Response:**

- **Our campus is maintained green with serious effort to curtail pollution.** Two- stroke motor bikes are avoided within the campus to stop the noise as well as air pollution. Honking within the campus is also restricting prohibited. Also it is Tobacco free zone. Parking space is provided for vehicles which is 20mtr away from the building. Burning of plastics, paper or any other degradable products are strictly prohibited as these products are given for recycling. Entry of visitor's vehicles beyond a certain limit is banned. Two-stroke vehicles are restricted as they have a higher emission rate. We have given awareness on the E-vehicles to promote their usage. To avoid the pollution created by chemical fertilizers, the organic manure produced from our compost which is made from food waste is used for plants. The
- Our institution is very particular in maintaining a green campus where environment friendly practices and education which promotes sustainable and eco-friendly practices are carried out. Planting saplings, taking care of trees, quantifying damage from tree felling are all done periodically. Our office premises are also decorated with ornamental plants for an eco-friendly



look. To pressure this practice, World Environment Day, June 5th is providing a greener look in and around the campus. Medicinal plants are also collected and taken care for academic purpose also.

- College programs are organized with minimized loudspeakers in order to avoid the noise pollution. The activities conducted in our campus like rallies are done in such a way that our is not at all disturbed.
- Cleaning plays a vital role in our daily lives. Setting a standard for environmental cleanliness, effective cleaning is our first line of against diseases. Cleanliness is a habitual process that we must do on a daily basis. Personal hygiene and environmental cleanliness are equally important to lead a happy life. As a second home, one should ensure the maintenance of clean environment.
- Proper hygiene policy is maintained in our institution. Dusting, sweeping and mopping are done daily instead of littering the classrooms and considers with paper waste we inculcate the habit of throwing them in waste baskets. Racks and other equipment's are always kept clean. Wash rooms and wash areas are cleaned in proper intervals.
- Conventional sanitation methods are used to sanitize the campus. Safe garbage collection, waste water treatment and disposal are ensured. Students are instructed to clean the place after having food. Well and mannered eating habits are followed by the institution. The student teachers' are allowed to being only fresh vegetarian food. It ensures the problems faced by vegetarians when they come in contact with nonvegetarian food. There is a provision for boiled drinking water in our institution during the working hours.
- Since most of the student teachers' are women, sanitization is ensured by carefully disposing sanitary pads using incinerators'. The institution is ensured with hygienic and well managed drainage systems.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 7.1.6

**Institution is committed to encourage green practices that include:**

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.7

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

**Response:** 0.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
.62	.73	.20	.85	.00

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.8

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

**Response:**

Location of the institute is in a remote area of Aurangabad . The institute is running a school for the deprived children of that area. The students coming to the school also get food in addition to education. On regular basis, the awareness program is organized in nearby villages. The motive of awareness program rural up-liftment. We are frequently aware them regarding the need of education and health. We

frequently hold meetings to spread awareness regarding social evils like intoxication, dayan pratha(witch craft), and not succumb to false claims and practices of ojhas(Witch craft). Health camps are also organised on regular basis. We also organise Legal help camps so that the illiterate residents get aware regarding their legal rights. The institute celebrates the local community by holding events live food festival or cultural events in which local community participates in great number. It is through these events that they spread their knowledge and culture to the young generation.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 7.1.9

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

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

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best practices -1:- Title of the practice:** Life skill training

**Objective of the practice:** The objective of the initiative are to prepare students to face the vagaries of the practical world and develop decision making , problem solving skills, creative thinking, communication, interpersonal skills, self awareness and empathy.

**Context:** Simulation based learning can be the way to develop the professionals knowledge, skills , attitudes, protecting students from unnecessary career risks.

**The practice:** The programme is independently planned and implemented by the administration of the college. Various small activities having great implication have been organized so as to outsmart in the corporate world.

**Evidence of success:** The success of the programme is the increased ability to explore the difference between need and wants, legal and employment issues which affect daily life.

**Problem encountered and resource required:** The resource person or mentor is required.

**Best practice -2:- Title of the practice:** Exclusive help for the advanced and slow learners

**Objective of the practice:** The objective is to identify the students as per their learning ability during the first year. The college takes the responsibility to cater to the needs of the students separately so that advanced learners will achieve better opportunities and the slow learners cope up with the assessment system.

**The context:** The mentors need to provide the matter required for extra coaching and advice on career counseling. The mentors need to provide the slow learners with extra time to understand the work.

**Practice:** Bridge courses are conducted in required subjects to provide the confidence among the students. Audio- visual relating subjects are played, special remedial classes are conducted and regular assessments are made by the mentors.

**Evidence of success:** Success of the best practice is that securing first class in the final exam and clear the teachers eligibility test

**Problem encountered and resource required:** Human resources requirement is more important than finance and staff members to help the students.

The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the

Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars / Workshops/Conference with the following objectives:-

- To improve their effectiveness as teachers and mentors.
- To develop sensitization towards environment and other social issues.
- To upgrade their knowledge and skills.
- To promote research works in their field of specialization.
- To inculcate values and ethics.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Vision of the college as set in its statement, the college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. The learners are imparted with ideas of social justice and self-reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing learner's power. The institution also moves towards a constant progression in keeping with its mission of knowledge. The institution elastics tape values of honesty, courage, compassion, self-respect to the students for all round development. College acts as a beacon to promote and impart education among the students of their origin who are mostly first generation learners. The aims of the institution to develop the students values of equality and national integration through discipline. Main motto of all faculties working in this Institute is to help, guide the students for their all-round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions. Institute is at the location which is endowed with natural beauty, Serenity and the quality of work done for the benefit of the society, and mankind reflects in the minds of students and faculty. Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and value based education. The faculty members are encouraged and kept updated for applying in research grant projects. The students participate in the state and national level competitions and the best ideas are rewarded. The institution clearly points out towards a value based education based on the curriculum of the affiliating Institute, combining it with the core values attached to it. Institute in its endeavor to implement its curriculum incorporating its mission and

vision with contemporary issues has evolved a number of best practices like morning assembly., Association, Co Curricular Activities, Knowledge Centre etc.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

- **Lift Under Process for Divyangjan Students**
- **2 Guest Rooms Available**
- **Fully Green & Plastic Free Campus**
- **Canteen Available for Students & All Teaching & Non- Teaching Staff**

The college has good support services like spacious Classrooms, Smart Classes, Seminar Hall, Conference room, library, reading room, well-equipped laboratories, sports rooms, common rooms, play grounds, etc. Office work and library are fully computerized. Internet and e-mail facilities are available. The approved intake of students in the B.Ed., course is 200. The college offers co-education. Till date, the college has trained 13 batches of B.Ed. The performance of the college students in the University examinations has been exceptionally good. Vivekanand VIPF Institute of Education has a well-qualified, experienced faculty. Seven staff members have Ph.D. degree in Education and other related subjects. There are eleven non-teaching staff members. The College maintains its own updated official website <https://www.vivekanandteachereducation.in/>

### **Concluding Remarks :**

Vivekanand VIPF Institute of Education offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in Vivekanand VIPF Institute of Education are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at Vivekanand VIPF Institute of Education is supported by relevant ICT facilities.

Vivekanand VIPF Institute of Education All the activities linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement. The commitment of the principal, faculty and staffs has elicited cooperation from the parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. Institution always motivates the faculty member to attend seminars, workshops and for higher studies and necessary needs are fulfilled by the institution. Management of the college actively support and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic calendar appropriate for learning and development. Support is provided readily with regards to faculty development, management, active participation in college like cultural programme, extension activities and celebration of important days etc.





## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p><b>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</b></p> <p><b>1. Website of the Institution</b></p> <p><b>2. Prospectus</b></p> <p><b>3. Student induction programme</b></p> <p><b>4. Orientation programme for teachers</b></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : POs are available on the website, input is edited as per it.</p>																																								
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>21</td><td>21</td><td>21</td><td>21</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>16</td><td>16</td><td>16</td><td>16</td><td>16</td></tr></table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>21</td><td>21</td><td>21</td><td>21</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>21</td><td>21</td><td>21</td><td>21</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	21	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	21	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	21
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	21	21	21	21																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
16	16	16	16	16																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	21	21	21	21																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
21	21	21	21	21																																					

	Remark : As per the documents input is edited .																				
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <p>1. <b>Provision in the Time Table</b> 2. <b>Facilities in the Library</b> 3. <b>Computer lab facilities</b> 4. <b>Academic Advice/Guidance</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited from clarification as well as supporting documents .</p>																				
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p>1.2.5.1. <b>Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : Input is edited as the provided courses are not self-study courses.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	65	46	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <p>1. <b>Students</b> 2. <b>Teachers</b> 3. <b>Employers</b> 4. <b>Alumni</b> 5. <b>Practice teaching schools/TEI</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above</p>																				
1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p>																				

	<p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: E. Feedback not collected</p>																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>62</td><td>65</td><td>44</td><td>29</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>50</td><td>50</td><td>44</td><td>29</td><td>10</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	62	65	44	29	10	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	44	29	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
62	65	44	29	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	44	29	10																	
2.2.2	<p><b>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</b></p> <p><b>1. Mentoring / Academic Counselling</b></p> <p><b>2. Peer Feedback / Tutoring</b></p> <p><b>3. Remedial Learning Engagement</b></p> <p><b>4. Learning Enhancement / Enrichment inputs</b></p> <p><b>5. Collaborative tasks</b></p> <p><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></p> <p><b>7. Multilingual interactions and inputs</b></p> <p>Answer before DVV Verification : B. Any 4 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p>																				
2.2.3	<p><b>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</b></p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs</p> <p>Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p> <p>Remark : Input is edited from the list of the programs ,</p>																				
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p>																				

	<p><b>2.2.4.1. Number of mentors in the Institution</b> Answer before DVV Verification : 10 Answer after DVV Verification: 01</p> <p>Remark : Input is edited from supporting documents .</p>																				
2.3.2	<p><b>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</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>16</td><td>16</td><td>16</td><td>16</td><td>16</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : No proper links are provided input is edited as per it.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	16	16	16	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
2.3.3	<p><b>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..</b></p> <p><b>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</b> Answer before DVV Verification : 100 Answer after DVV Verification: 00</p> <p>Remark : LMS links are not provided to justify the ICT support .</p>																				
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <p>1. <b>Understanding theory courses</b> 2. <b>Practice teaching</b> 3. <b>Internship</b> 4. <b>Out of class room activities</b> 5. <b>Biomechanical and Kinesiological activities</b> 6. <b>Field sports</b></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education</b></p>																				

	<p>through</p> <ol style="list-style-type: none"> <li>1. Special lectures by experts</li> <li>2. 'Book reading' &amp; discussion on it</li> <li>3. Discussion on recent policies &amp; regulations</li> <li>4. Teacher presented seminars for benefit of teachers &amp; students</li> <li>5. Use of media for various aspects of education</li> <li>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : Mere list is not sufficient so input is edited to zero.</p>
2.4.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Formulating learning objectives</li> <li>2. Content mapping</li> <li>3. Lesson planning/ Individualized Education Plans (IEP)</li> <li>4. Identifying varied student abilities</li> <li>5. Dealing with student diversity in classrooms</li> <li>6. Visualising differential learning activities according to student needs</li> <li>7. Addressing inclusiveness</li> <li>8. Assessing student learning</li> <li>9. Mobilizing relevant and varied learning resources</li> <li>10. Evolving ICT based learning situations</li> <li>11. Exposure to Braille /Indian languages /Community engagement</li> </ol> <p>Answer before DVV Verification : B. Any 6 or 7 of the above  Answer After DVV Verification: B. Any 6 or 7 of the above</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning</b></p>

	<p>process in respect of</p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> <li><b>4. Identifying and selecting/ developing online learning resources</b></li> <li><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : input is edited from clarification documents .</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and scheduling academic, cultural and sports events in school</b></li> <li><b>2. Planning and execution of community related events</b></li> <li><b>3. Building teams and helping them to participate</b></li> <li><b>4. Involvement in preparatory arrangements</b></li> <li><b>5. Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : Input is edited from clarification documents .</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li><b>1. Effectiveness in class room teaching</b></li> <li><b>2. Competency acquired in evaluation process in schools</b></li> <li><b>3. Involvement in various activities of schools</b></li> <li><b>4. Regularity, initiative and commitment</b></li> <li><b>5. Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : Input is edited from clarification documents .</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p><b>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Answer before DVV Verification : 16  Answer after DVV Verification: 4</p>

	Remark : Input is edited from the certificates.
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 126</p> <p>Answer after DVV Verification: 126</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li><b>1. Display of internal assessment marks before the term end examination</b></li> <li><b>2. Timely feedback on individual/group performance</b></li> <li><b>3. Provision of improvement opportunities</b></li> <li><b>4. Access to tutorial/remedial support</b></li> <li><b>5. Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: E. None of the above</p> <p>Remark : Input is edited from the irrelevant documents .</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li><b>1. Seed money for doctoral studies / research projects</b></li> <li><b>2. Granting study leave for research field work</b></li> <li><b>3. Undertaking appraisals of institutional functioning and documentation</b></li> <li><b>4. Facilitating research by providing organizational supports</b></li> <li><b>5. Organizing research circle / internal seminar / interactive session on research</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: E. None of the above</p>
3.1.4	<p><b>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</b></p> <ol style="list-style-type: none"> <li><b>1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations</b></li> <li><b>2. Encouragement to novel ideas</b></li> <li><b>3. Official approval and support for innovative try-outs</b></li> <li><b>4. Material and procedural supports</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above</p>

Answer After DVV Verification: E. None of the above  
 Remark : Input is edited from clarification documents .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Only Juni khyat that paper is considered.

**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**

**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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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



	<table><tr><td>0</td><td>00</td><td>0</td><td>0</td><td>0</td></tr></table>	0	00	0	0	0															
0	00	0	0	0																	
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p><b>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>00</td><td>0</td><td>0</td><td>00</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	0	00	0	0	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	65	46	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	00	0	0	00																	
3.3.3	<p><b>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</b></p> <p><b>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	65	46	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	65	46	12																	
3.3.5	<p><b>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</b></p> <p><b>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>3</td><td>3</td><td>2</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	5	3	3	2	2	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	3	3	2	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

	<table><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	0	0	0	0	0															
0	0	0	0	0																	
3.4.1	<p><b>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</b></p> <p>3.4.1.1. <b>Number of linkages for faculty exchange, student exchange, research etc. during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Attending seminars and other activities can not be considered as an exchange programme. Input is edited as per it.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5	5	5	5	5	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	5	5	5	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.4.2	<p><b>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p>3.4.2.1. <b>Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p>Answer before DVV Verification : 5</p> <p>Answer after DVV Verification: 0</p> <p>Remark : As the functional MOUs are only considered.</p>																				
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <p>1. Local community base activities</p> <p>2. Practice teaching /internship in schools</p> <p>3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</p> <p>4. Discern ways to strengthen school based practice through joint discussions and planning</p> <p>5. Join hands with schools in identifying areas for innovative practice</p> <p>6. Rehabilitation Clinics</p> <p>7. Linkages with general colleges</p> <p>Answer before DVV Verification : B. Any 5 or 6 of the above</p> <p>Answer After DVV Verification: C. Any 3 or 4 of the above</p> <p>Remark : Input is edited from the photographs provided in the clarification considering 1,2,3, 7 option.</p>																				

4.1.2	<p><b>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b> Answer before DVV Verification : 5 Answer after DVV Verification: 2</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b> Answer before DVV Verification : 9</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>117.95</td><td>2892.94</td><td>15100.85</td><td>6936.1</td><td>1157.68</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>28.51</td><td>21.22</td><td>28.19</td><td>1.6</td><td>00</td></tr></table> <p>Remark : Input is edited from audited statement .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	117.95	2892.94	15100.85	6936.1	1157.68	2022-23	2021-22	2020-21	2019-20	2018-19	28.51	21.22	28.19	1.6	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
117.95	2892.94	15100.85	6936.1	1157.68																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
28.51	21.22	28.19	1.6	00																	
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <p>1. <b>e-journals</b> 2. <b>e-Shodh Sindhu</b> 3. <b>Shodhganga</b> 4. <b>e-books</b> 5. <b>Databases</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3115.02</td><td>3664.73</td><td>3896.77</td><td>3994.8</td><td>4349.1</td></tr></table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3115.02	3664.73	3896.77	3994.8	4349.1										
2022-23	2021-22	2020-21	2019-20	2018-19																	
3115.02	3664.73	3896.77	3994.8	4349.1																	

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.33	0	0.3	0

Remark : Input is edited from audited statement .

4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.5.1. <b>Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 1200            Answer after DVV Verification: 00</p> <p>4.2.5.2. <b>Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 900            Answer after DVV Verification: 00</p> <p>4.2.5.3. <b>Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 700            Answer after DVV Verification: 00</p> <p>4.2.5.4. <b>Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</b>            Answer before DVV Verification : 600            Answer after DVV Verification: 00</p> <p>4.2.5.5. <b>Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</b>            Answer before DVV Verification : 500            Answer after DVV Verification: 00</p> <p>Remark : Input is edited from the library register as the HEI has provided the data is of 2018-19 which should be of latest completed year.</p>
4.2.6	<p><b>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> <li>2. <b>Documents are made available from other libraries on loan</b></li> <li>3. <b>Documents are obtained as and when teachers recommend</b></li> <li>4. <b>Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : Input is edited considering the 1,4 option.</p>
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p>

	<div>1. <b>Studio / Live studio</b></div> <div>2. <b>Content distribution system</b></div> <div>3. <b>Lecture Capturing System (LCS)</b></div> <div>4. <b>Teleprompter</b></div> <div>5. <b>Editing and graphic unit</b></div> <div>Answer before DVV Verification : C. Any 2 or 3 of the above</div> <div>Answer After DVV Verification: E. None of the above</div> <div>Remark : No proper evidence has been provided input is edited as per it.</div>																				
4.4.1	<div><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></div> <div><b>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></div> <div>Answer before DVV Verification:</div> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>40173.85</td><td>7861.82</td><td>19796.43</td><td>8693.03</td><td>6890.75</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2.86</td><td>12.64</td><td>6.09</td><td>1.87</td><td>00.001</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	40173.85	7861.82	19796.43	8693.03	6890.75	2022-23	2021-22	2020-21	2019-20	2018-19	2.86	12.64	6.09	1.87	00.001
2022-23	2021-22	2020-21	2019-20	2018-19																	
40173.85	7861.82	19796.43	8693.03	6890.75																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2.86	12.64	6.09	1.87	00.001																	
5.1.1	<div><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></div> <div><div>1. <b>Career and Personal Counseling</b></div><div>2. <b>Skill enhancement in academic, technical and organizational aspects</b></div><div>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></div><div>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></div><div>5. <b>E-content development</b></div><div>6. <b>Online assessment of learning</b></div></div> <div>Answer before DVV Verification : B. Any 4 or 5 of the above</div> <div>Answer After DVV Verification: D. Any 1 of the above</div> <div>Remark : As the HEI has provided only photographs which are not supporting to the option as well as the reports or the documentary evidence aslo not provided .</div>																				
5.1.2	<div><b>Available student support facilities in the institution are:</b></div> <div><div>1. <b>Vehicle Parking</b></div><div>2. <b>Common rooms separately for boys and girls</b></div><div>3. <b>Recreational facility</b></div></div>																				

	<div>4. <b>First aid and medical aid</b></div> <div>5. <b>Transport</b></div> <div>6. <b>Book bank</b></div> <div>7. <b>Safe drinking water</b></div> <div>8. <b>Hostel</b></div> <div>9. <b>Canteen</b></div> <div>10. <b>Toilets for girls</b></div> <div>Answer before DVV Verification : C. Any 6 of the above</div> <div>Answer After DVV Verification: E. Any 4 or less of the above</div> <div>Remark : 1, 6,9/10 these option can be considered from the geo tagged photographs .</div>																				
5.1.4	<div><b>Institution provides additional support to needy students in several ways such as:</b></div> <div>1. <b>Monetary help from external sources such as banks</b></div> <div>2. <b>Outside accommodation on reasonable rent on shared or individual basis</b></div> <div>3. <b>Dean student welfare is appointed and takes care of student welfare</b></div> <div>4. <b>Placement Officer is appointed and takes care of the Placement Cell</b></div> <div>5. <b>Concession in tuition fees/hostel fees</b></div> <div>6. <b>Group insurance (Health/Accident)</b></div> <div>Answer before DVV Verification : B. Any 3 or 4 of the above</div> <div>Answer After DVV Verification: E. None of the above</div> <div>Remark : HEI has provided irrelevant documents input is edited as per it.</div>																				
5.2.1	<div><b>Percentage of placement of students as teachers/teacher educators</b></div> <div>5.2.1.1. <b>Number of students of the institution placed as teachers/teacher educators during the last five years</b></div> <div>Answer before DVV Verification:</div> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7</td><td>2</td><td>3</td><td>2</td><td>5</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <div>Remark : HEI has provided the appointment letters beyond the assessment period.</div>	2022-23	2021-22	2020-21	2019-20	2018-19	7	2	3	2	5	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	2	3	2	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
5.2.2	<b>Percentage of student progression to higher education during the last completed academic year</b>																				

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

Answer before DVV Verification : 5

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : Input is edited from the mere list of the students provided by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	16	3	1	1

Answer After DVV Verification :

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

Remark : Input is edited from the qualifying certificates.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	6	4	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	4	4	2

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

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

Remark : 6 and 4 option can be considered.

6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>6</td><td>0</td><td>3</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>0</td><td>2</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	6	0	3	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	5	0	2	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	0	3	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	0	2	0	0																	
6.3.3	<p><b>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>1</td><td>1</td><td>2</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>00</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	2	1	1	2	1	2022-23	2021-22	2020-21	2019-20	2018-19	0	00	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	1	1	2	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	00	0	0	0																	
6.3.4	<p><b>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</b></p> <p><b>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,</b></p>																				



**Short Term Course and any other similar programmes during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	1	2

Answer After DVV Verification :

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

Remark : FDP programs less than 5 days will not be considered.

6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"><li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li><li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li><li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li><li><b>4. Collaborative quality initiatives with other institution(s)</b></li><li><b>5. Participation in NIRF</b></li></ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements only this option is justify by the provided clarification documents .</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"><li><b>1. Segregation of waste</b></li><li><b>2. E-waste management</b></li><li><b>3. Vermi-compost</b></li><li><b>4. Bio gas plants</b></li><li><b>5. Sewage Treatment Plant</b></li></ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided the proper documents as per the metric.</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"><li><b>1. Encouraging use of bicycles / E-vehicles</b></li></ol>

**2. Create pedestrian friendly roads in the campus**

**3. Develop plastic-free campus**

**4. Move towards paperless office**

**5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : As only paperless office point can be considered input is edited as per it.

7.1.7

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
546.15	524.52	539.7	167.05	537.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.62	.73	.20	.85	.00

Remark : input is edited from the highlighted audited statement

7.1.9

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Landing page of web is not provided input is edited as per it.

## 2.Extended Profile Deviations

ID	Extended Questions																								
1.1	<b>Number of students on roll year-wise during the last five years..</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>200</td><td>165</td><td>111</td><td>56</td><td>12</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	200	165	111	56	12
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	100	65	46	12																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
200	165	111	56	12																					
1.4	<b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>65</td><td>46</td><td>12</td><td>01</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	100	65	46	12	01
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	100	65	46	12																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	65	46	12	01																					
1.5	<b>Number of graduating students year-wise during last five years..</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>65</td><td>46</td><td>12</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>65</td><td>46</td><td>12</td><td>01</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	100	100	65	46	12	2022-23	2021-22	2020-21	2019-20	2018-19	100	65	46	12	01
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	100	65	46	12																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	65	46	12	01																					
2.2	<b>Number of Sanctioned posts year wise during the last five years..</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>16</td><td>16</td><td>16</td><td>16</td><td>16</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16
2022-23	2021-22	2020-21	2019-20	2018-19																					
100	100	100	100	100																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
16	16	16	16	16																					

3.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>130028.46</td><td>72148.41</td><td>96602.54</td><td>42422.18</td><td>79344.36</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>63.09</td><td>58.23</td><td>45.48</td><td>49.01</td><td>63.09</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	130028.46	72148.41	96602.54	42422.18	79344.36	2022-23	2021-22	2020-21	2019-20	2018-19	63.09	58.23	45.48	49.01	63.09
2022-23	2021-22	2020-21	2019-20	2018-19																	
130028.46	72148.41	96602.54	42422.18	79344.36																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
63.09	58.23	45.48	49.01	63.09																	
3.2	<p><b>Number of Computers in the institution for academic purposes..</b></p> <p>Answer before DVV Verification : 28</p> <p>Answer after DVV Verification : 26</p>																				