



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ABHAY SHIKSHAN KENDRA KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION

**DR. BABASAHEB AMBEDKAR BHAVAN, KANNAMWAR NAGAR -1, BESIDES
ABHAY INTERNATIONAL SCHOOL, VIKHROLI (EAST), MUMBAI -83
400083**

<https://www.kjspcollege.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KJSP College of Education, located in Mumbai, the capital city of Maharashtra. The college is affiliated to University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). The college has committed itself to working towards national and international distinction to prepare leaders in education. Our faculty and staff take pride in the college, which is one of the oldest and largest in the metropolitan area. We are committed to offering a comprehensive range of high quality programmes that embody excellence and innovation in education through teaching, research, and extension work. The varied academic and life experiences of our faculty, students and alumni create a shared dynamism that inspires and motivates all.

Vision

"THE FOUNDATION OF EVERY STATE IS THE EDUCATION OF ITS YOUTH." To be a leader in Educational services To Provide a Unique learning Experience which will enable the students to realize their potential and mould their overall Personality. To make available equal opportunities and ensure support without prejudice based on gender, class, caste, religion and economic status. To go beyond the recognized frontiers of social equity and justice and provide pioneering leadership action in bringing together the illiterate and the ignorant towards education to transform human Population into a human resource.

Mission

It is now generally accepted that Education is crucial to any society to maintain or transform itself. Being a product of society, it is evitable that the Institution of Higher Education would reflect the society that this institution must also look towards the future which must be molded today. This makes the teacher a crucial element in the entire process of nation building and social change, providing knowledge and understanding a structure of values, is perhaps a more important part of his/her concerns. It was long cherished dream of ABHAY SHIKSHAN KENDRA to promote education for the upliftment of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed, Supportive management with a vision and mission.
- Dedicated leadership of the Principal High morale is maintained.
- Well qualified and dedicated faculty members.
- Transparency and accountability in management
- Diversified curriculum
- Adequate learning resources and expanding infrastructural augmentation
- Institutional development
- Exposure to various Boards of school education Cultural inputs to discover innate talents.
- Effective public relations with Government officials, Parent University, Practice teaching schools,

Parents and Stakeholders.

- On demand legal advice by an Alumini Consultancy
- Continuous quality inputs to sustain trustworthiness of stakeholders
- Encouraging modern strategic models Innovative assessment procedures
- School based content enrichment Staff and students are equipped with e-.content moduling Well - equipped semi-automated library.
- Systematic feedback analyses from stakeholders and students
- Formative assessment
- Conducting semester end examination as per the University of Mumbai
- Choice Based Credit System is followed.
- Practical Based Education is in practice
- In-house workshops/ seminars are organised for academic development.
- Students indulge in action research to experiment and create knowledge
- Faculty updated counseling skills through Diplomas to enhance personal and academic counseling.
- Redefined the Professional Standard of Teachers.
- Functional campus placement services / recruitment in renowned schools following different boards.
- Neat, clean and safe college campus
- Strategic action for NEP 2020 is in progress
- Well qualified, determined and experienced faculty members.
- Effective mentorships programs to handhold slow learner and transform them into highly competent professionals.
- To promote Inter-disciplinary research projects and collaboration skills among faculty members and students.

Institutional Weakness

- To generate funds and fix the viable salary structure of the unaided staff which is a committed liability on the part of the Management which leads to deficit balance.
- Limited resources in the use of digital technology to enhance teaching-learning in campus.
- With a view on institutional growth and development, the number of permanent teaching staff in the college needs to be increased.
- Primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.
- Non-availability of NSS scheme for students
- Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.
- Non-Participation of students in activities at national and international level
- Number of volumes and journals in the department library need to be increased.
- Soft skills and communication skills of students need to be improved

Institutional Opportunity

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is located the middle of the city that is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift careers.

- Increase in internship linkages for providing better opportunity to students.
- To strengthen the quality of community outreach activities.
- Introducing Master courses in the campus
- Placement in best ICSE,CBSE schools Slow learners
- Week communication skills
- Participating in Academic Bank of Credits
- Organize capacity building programmes for in- service teachers, parents and local people
- Upskilling in new technologies and resources
- Academic collaboration
- Developing a research centre
- Teacher education programmes at different levels
- Management support
- Increase in internship linkages for providing better opportunity to students.
- Design a curriculum to augment pedagogical skills for higher secondary level for in-service teachers.
- To organize more faculty development programmes for professional growth of teachers.
- Possibility of enhancing courses and seats.
- Introducing Master courses in the campus.

Institutional Challenge

- To constantly enhance student enrollment.
- To motivate students to develop critical and analytical thinking and to cultivate in them an endeavoring passion to pursue higher education.
- Developing soft skills and communication skills among students
- Placement in best ICSE,CBSE schools.
- Slow learners
- Week communication skills
- Life skill based conceptual teaching
- Salary of the faculty as per government scale
- Institutional autonomy for admission and recruitment

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects of B.Ed.course in Krantijyoti Savitribai Phule College Of Bachelor of Education which is an affiliated college and governed by University of Mumbai .The college level committees prepare broad guidelines and frameworks to suit requirements for B.Ed. at the departmental level. Teaching focus, class assignments, internal assessments, use of reference materials and teaching aids for teachers are discussed. We at KJSP also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required. Continuous and comprehensive assessment focuses on maximizing the proficiency in both academia and skills, in attaining a sense of worthiness towards the teaching profession and valuing the decisions to take up this noble profession. In order to incorporate professional insight from the wide range of curricular experiences, enriched value added courses are in the syllabus such as exposure to the functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies.

The focus of the Curricular Aspects is captured by following :

- The institution has a clearly stated and communicated purpose, vision, mission and values.
- The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
- The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
- The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning. The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

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

- The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.
- The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies.
- The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The college environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution: The institution is conscious of its quality provisions and has a well-established functional internal quality management system. The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution. strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

- The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The financial resources of the institution are used effectively.
- Budgeting and auditing processes are routine and standardized.
- The key aspects identified under this criterion are: institutional vision and leadership, organizational set up.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

- The institution exhibits sensitivity to changing educational, social and market demands.
- The institution is ready to foster an environment of creativity innovation and quality improvement.
- The institution caters to inclusive practices and better stakeholder relationships.
- The institution adopts quality management strategies in all educational and administrative aspects.
- The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums.

- The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research.
- Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.
- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programs. T
- he institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

KJSP college Of Education has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized. The college is upholding ambiance via establishing the linkages and collaborations with Universities, Academic institutes, Education Colleges, Schools for different types of activities, for on-the-job training and internships These have helped in expanding the horizons of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Abhay Shikshan Kendra Krantijyoti Savitribai Phule College of Bachelor of Education
Address	Dr. Babasaheb Ambedkar Bhavan, Kannamwar Nagar -1, Besides Abhay International School, Vikhroli (East), Mumbai -83
City	Mumbai
State	Maharashtra
Pin	400083
Website	https://www.kjspcollege.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority cer.pdf
If Yes, Specify minority status	
Religious	Budhist
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	06-10-2015	12	PERMANENT

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	Dr. Babasaheb Ambedkar Bhavan, Kannamwar Nagar -1, Besides Abhay International School, Vikhroli (East), Mumbai -83	Rural	2500	2680

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education,	20	Graduation	English	100	43

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				14			
Recruited	0	0	0	0	0	0	0	0	0	11	0	11
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	0	11	0	11
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				6
Recruited	3	3	0	6
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				1
Recruited	1	0	0	1
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.	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	11	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	32	0	0	0	32
	Others	6	0	0	0	6

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	0	0	1	1
	Female	0	2	5	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	0	1	4	2
	Others	0	0	0	0
General	Male	10	13	9	12
	Female	30	46	60	68
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	1	1	1
	Others	0	0	0	0
Total		41	63	81	86

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society.
---	--

	Krantijyoti Savitribai Phule College of Education has also already taken appropriate steps and constituted a core committee headed by the Vice Chancellor of the University for Effective Implementation of National Education Policy-2020. The committee has been given the task to formulate a detailed road map for phased implementation of NEP and to work with all the Faculties on the campus to put together new programs and corresponding structure wherever necessary. A few programs/webinars on road map of NEP implementation has also been organized by the university. Our college is a multidisciplinary University offering programmes in various disciplines – Education, Arts, Commerce and Science . As a multidisciplinary university, We has a unique academic governance structure for programmes and course creation. The structure being organized around various disciplines makes it conducive for ensuring multidisciplinary/interdisciplinary. Hence, currently it is possible to offer courses drawn from various disciplines as a part of any Programme. The University has taken the initiative of ensuring a minimum desired level of multidisciplinary across all its programmes. The suggested range as per NEP would depend on the type and nature of the programme.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is one of the key highlight of NEP for the students. The ABC will digitally store the academic credits earned from various Higher Education Institutions, so that degrees can be awarded, considering the credits earned by the students at all stages. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or subject combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degree or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses from a single university or autonomous college. The Academic Bank of Credit concept is yet to be implemented by the university. For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs.

3. Skill development:	KJSP college has created an eco-system to hone career relevant skills of the students. Skill enhancement in students is ensured through various interventions. 1.The faculties identify the requisite skills essential to achieve the graduate attributes and program specific outcomes. 2. The programmes have skill based experiential learning as a core component of every course. 3. We offers few programmes which are specifically aimed at imparting precise career relevant skills to the students. 4. The university is making sincere efforts for providing value-based education to the students. To make them responsible citizens and ensuring social justice, empowerment of the underprivileged and vulnerable sections of the society. 5. We have industry and academic collaborations with national organisations for skill based courses students to enhance their employability skills. 6. Skill based industry projects are regularly offered to the students. 7.Many courses spread across most programs cover Gender Issues, Environment and Sustainability, Human Values and Professional Ethics. Need based FDPs are curated to train the inservice faculty members. Through these FDP's we empowers the faculty-members by up skilling them in areas of active learning, differentiated instruction alternative assessment, instructional design, outcome based education, and hybrid mode of education as this is the need of the hour. Various workshops and seminars also focus on several areas of research, so as to enable them to produce good quality research.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	According to NEP Policy, art and culture are important linkages to heritage languages. Distinct languages have different ways of 'seeing' the world, and a language's structure influences how a native speaker perceives their environment. Our proprietary effort towards integrations is highlighted by offering programs in ancient languages like Sanskrit, Hindi and Marathi. We strive to bind our culture and multilingual dialogue in our everyday learning for the holistic development of students.
5. Focus on Outcome based education (OBE):	We have adopted Outcome Based Education (OBE) for all its programmes. Learning Outcomes have been appropriately defined at Programme level and Course level. Appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the

	academic quality. The process outlined above would be further strengthened and Attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, if necessary.
6. Distance education/online education:	The National Education Policy envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that our university, that fulfils stipulated criteria should offer Distance and online programmes, so as to reach out to geographically and socio-economically disadvantaged groups. KJSP will think to start Distance education and more online programmes in coming Year

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In coming academic year we will planned for the Electoral Literacy Club (ELC) as per University of Mumbai Guidelines.
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?	In coming academic year we will planned for the Electoral Literacy Club (ELC) as per University of Mumbai Guidelines.
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.	In coming academic year we will planned for the Electoral Literacy Club (ELC) as per University of Mumbai Guidelines.
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.	In coming academic year we will planned for the Electoral Literacy Club (ELC) as per University of Mumbai Guidelines.
5. Extent of students above 18 years who are yet to be	In coming academic year we will planned for the

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.	Electoral Literacy Club (ELC) as per University of Mumbai Guidelines.
--	---

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
84	81	63	41	63
File Description		Document		
Institutional data in prescribed format		View Document		

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		View Document		
Institutional data in prescribed format		View Document		

1.3

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

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

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	32	20	31
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	30	20	21
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	81	63	41	64
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	6	6	6

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	6	6	6

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
57.5	50.53	24.74	16.88	5.11

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

3.2

Number of Computers in the institution for academic purposes..

Response: 16

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is affiliated to University of Mumbai, where the curriculum is already planned by the concern team of the BOS members. We have set broad vision and goals for the Institution . We have set clear objectives aligned with National Education Policies and local needs. Curriculum planning includes identifying learning objectives and outcomes, essential skills and core values that students should develop.

Our institution basically involves effective planning by consulting various stakeholders, including teachers, students, local industry experts and education authorities. These groups help create a curriculum that is relevant and reflective of the community's social, cultural, and economic environment. The planning process involves a deep understanding of the local context—cultural traditions, economic realities, environmental concerns, and regional employment opportunities. This ensures that the curriculum is not just theoretically sound but also practically applicable to the students.

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION planned to review by continuous monitoring, Institutions regularly assess the curriculum's effectiveness through formal and informal feedback mechanisms, such as student performance, teacher feedback, and input from the community or industry. This ongoing monitoring allows them to identify gaps or areas for improvement.

Being affiliated to University of Mumbai we do not have much leverage in revising or removing the content but we make sure we try to give our feedbacks to the University official through Experts, Principals and Students so that some changes can be expected from the University.

Adapting to the Local context or situation we try to collaborate with the community involvement to ensure that students acquire skills that are not only academic but also professionally useful in their community.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Any other relevant information	View Document

1.1.2

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

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

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

Response: D. Any 2 of the above

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

1.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 63.64

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
11	6	6	6	6

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
11	11	11	11	11

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 1.4**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	1	1	1

File Description	Document
Data as per Data Template	View Document
Any other relevant 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:** 100**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
84	81	63	41	63

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

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: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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:**

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is affiliated to University of Mumbai which has designed the curriculum for the Bachelors of Education (B.Ed.) course. As college is following the University of Mumbai well-designed **curriculum** that provides opportunities for students to acquire and demonstrate **knowledge, skills, values, and attitudes** across various learning areas plays a crucial role in developing well-rounded individuals. Such a curriculum aims to foster not only academic proficiency but also critical thinking, creativity, emotional intelligence, social responsibility, and lifelong learning habits.

Below is the detailed how the Curriculum which our college Krantijyoti Savitribai Phule College of Bachelor of Education is structured :

1. Acquiring Knowledge:

- **Core Subject Areas:** The curriculum covers a broad range of subjects, including mathematics, science, language arts, social studies, and the arts. These subjects equip students with foundational knowledge and help them understand the world around them.
- **Interdisciplinary Approach:** Some curricula emphasize integrating subjects to create a holistic learning experience. For instance, a project on climate change might involve learning about science (global warming), geography (impacts on different regions), and language (writing reports or essays).
- **Inquiry-Based Learning:** Institutions often implement inquiry-based or problem-solving approaches to allow students to actively explore concepts and theories, which helps them to acquire deeper knowledge by investigating real-world problems.

2. Acquiring and Developing Skills :

- **Cognitive Skills:** Through a focus on critical thinking, problem-solving, and decision-making, students learn to analyze information, think critically, and draw conclusions. For example, in mathematics, students develop logical reasoning and the ability to approach problems systematically.
- **Communication Skills:** Language courses, presentations, and group projects help students develop verbal and written communication skills, essential for both academic success and professional life.
- **Creative Thinking:** Art, music, and drama programs encourage creativity, self-expression, and innovation. Problem-solving in creative ways is often emphasized across subjects.

3. Fostering Values :

- **Ethical and Moral Values:** The curriculum may include subjects such as ethics, civic education, or moral science, which focus on fostering integrity, honesty, and fairness. Discussions on real-world dilemmas help students learn to approach complex issues with a strong moral compass.
- **Respect for Diversity:** Through social studies, history, and literature, students are introduced to different cultures, beliefs, and traditions. This instills respect for diversity, inclusivity, and tolerance, fostering an understanding of the global community.

- **Environmental Education:** Many institutions integrate environmental education, emphasizing sustainability, conservation, and responsible resource use. This encourages students to adopt behaviors that contribute to environmental preservation and a sense of responsibility for the planet.
- **Empathy and Compassion:** Social and emotional learning (SEL) programs teach students the value of empathy, helping them develop emotional intelligence and the ability to understand and share the feelings of others. This fosters compassion, kindness, and sensitivity to social issues.

4. Fostering and Shaping Attitudes :

- **Lifelong Learning:** The curriculum is designed to instill a growth mindset in students, encouraging curiosity, adaptability, and the desire to continue learning beyond the classroom. This prepares them for future challenges and personal development.
- **Resilience and Perseverance:** Through challenges in academics, sports, and extracurricular activities, students learn the importance of perseverance, resilience, and a positive attitude toward overcoming difficulties.
- **Social Responsibility:** Programs such as community service, volunteerism, and social projects embedded in the curriculum foster a sense of responsibility toward society. Students are encouraged to actively participate in community development and humanitarian efforts.
- **Self-Discipline and Time Management:** Structured assignments, deadlines, and independent projects help students develop strong self-management and organizational skills. This prepares them for personal and professional responsibilities later in life.

5. Demonstrating Learning Outcomes:

- **Assessments and Evaluations:** The curriculum includes diverse forms of assessments, such as written exams, group projects, and practical demonstrations. This allows students to showcase their knowledge and skills in various formats, providing a holistic picture of their abilities.
- **Competitions and Events:** Participation in academic competitions, science fairs, cultural programs, and debates offers students opportunities to demonstrate their knowledge and skills in public or competitive settings.
- **Practical Applications:** Students often engage in hands-on learning through internships, fieldwork. This provides real-world application of their learning, reinforcing theoretical knowledge with practical experience.

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

1.3.2

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

Response:

We KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR 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, State Boards, IB, Cambridge International. Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

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

1.3.3

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

Response:

As Teachers Educator institute our college KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION we make sure we give our students comprehensive range of **curricular experiences** that enable them to develop and consolidate **professionally relevant understandings**, ultimately shaping their **professional acumen**. These experiences are crucial for preparing them to become effective, reflective, and adaptable educators in real-world classrooms.

The above statement highlights that, during a Teacher Education Programme, students (future teachers) gain valuable professional knowledge and skills through a variety of curricular experiences. The program offers diverse learning opportunities such as theoretical coursework, practical teaching sessions, classroom observations, and internships. These experiences help students develop an in-depth understanding of teaching methods, classroom management, curriculum design, assessment techniques, and student engagement strategies.

By participating in these activities, students consolidate their learning into **professional acumen**, which

refers to the ability to apply theoretical knowledge in real-world teaching contexts. This means they not only acquire educational knowledge but also learn how to apply it effectively in classrooms, making informed decisions and solving challenges faced by teachers in diverse educational settings. The process equips them with the skills, confidence, and critical thinking needed to succeed as competent and reflective educators.

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

1.4.2

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

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 66.6

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

2.1.2

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

Response: 8.8

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
5	11	3	1	2

File Description	Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

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

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

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

Response:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction.

Students with diversity are identified through Previous year marks, Classroom Participation. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning.

Once the assessment identifies these needs, **academic support** is provided to help students bridge any gaps and enhance their readiness. This support could include tutoring, workshops, mentorship, additional study resources, or specialized guidance in areas like study skills, time management, or subject-specific content. The goal of this process is to create a solid foundation for all students, ensuring they can fully engage with the professional education program and maximize their learning outcomes.

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

2.2.2

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

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

Response: D. Any 2 of the above

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

2.2.3

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

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 7.64**2.2.4.1 Number of mentors in the Institution****Response:** 11

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

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:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has designed a mechanized system for utmost learning for which the teacher educators uses a **multiple mode approach** to teaching and learning, incorporating various methods and strategies to enhance student engagement and understanding. This approach recognizes that students have diverse learning preferences and that different teaching techniques can improve their overall learning experience. By using multiple modes, teachers create a more dynamic, inclusive, and effective learning environment.

Elements of the Multiple Mode Approach which is followed by our institution are:

- 1. Experiential Learning:** Students learn through direct experience, such as hands-on activities, field trips, experiments, or simulations. This method encourages students to actively engage in learning by "doing" and reflecting on their experiences.
- 2. Participative Learning:** This involves students taking an active role in the learning process through discussions, group work, and interactive activities. It fosters collaboration, critical thinking, and communication skills.
- 3. Problem-Solving Methodologies:** Teachers present students with real-world problems and encourage them to find solutions. This method helps develop analytical thinking, creativity, and practical application of knowledge.

4. **Brainstorming:** This technique allows students to freely generate ideas and solutions in a group setting. Brainstorming sessions encourage creative thinking, idea sharing, and group collaboration.
5. **Focused Group Discussions:** Small groups of students engage in discussions on specific topics or themes. These discussions allow for deeper exploration of concepts, peer learning, and the development of critical analysis and debate skills.
6. **Online Mode:** Teachers incorporate digital tools, online platforms, and virtual classrooms to facilitate learning. This method offers flexibility, access to diverse resources, and opportunities for students to engage with digital content.

By using a variety of teaching methods, teachers cater to different learning styles (visual, auditory, kinesthetic, etc.), making learning more accessible and effective for all students. These diverse approaches promote active participation, helping students stay engaged, motivated, and interested in the learning process. The use of problem-solving and group discussions encourages students to think critically, collaborate, and apply their knowledge in practical ways. The inclusion of online modes ensures that learning remains flexible and adaptive to the digital age, preparing students for future education and work environments. The multiple mode approach combines different teaching strategies to enrich the learning experience, making it more comprehensive, interactive, and responsive to the needs of all students.

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

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 0

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

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

2.3.4

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

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

Response: 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	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. Continual mentoring by teachers plays a crucial role in developing students' professional attributes, especially as education increasingly focuses on holistic development beyond academics. In this regard efforts are made by the mentors in different aspects:

- **Personalized Guidance:** Through continual mentoring, teachers offer ongoing, personalized support to students. They help them navigate academic and non-academic challenges, shaping their soft skills such as communication, time management, teamwork, and leadership—key attributes in professional life.
- **Modeling Professional Behavior:** Teachers, by acting as role models, demonstrate professional behaviors like punctuality, responsibility, and work ethics. This mentorship is a platform for students to observe and emulate these qualities over time.
- **Creating a Growth Mindset:** Continuous mentoring encourages a growth mindset, fostering resilience, adaptability, and a willingness to learn—skills crucial for professional success. Teachers guide students through failures and challenges, teaching them how to turn these experiences into learning opportunities.
- **Development of Emotional Intelligence:** Emotional intelligence (EQ), which includes self-awareness, empathy, and interpersonal skills, is another professional attribute nurtured through mentoring. Teachers can guide students in developing healthy relationships, managing emotions, and responding constructively to feedback.
- **Goal Setting and Career Guidance:** Mentors help students set realistic goals, align their academic efforts with career aspirations, and develop an understanding of various professional fields. This ongoing guidance helps shape students' long-term professional pathways, boosting confidence and clarity.

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

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

through

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Teaching Learning process in KRANTIJOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION focuses on nurturing creativity, innovativeness, intellectual thinking skills, empathy, life skillsetc. amongst the students. The teaching and learning process is central to the holistic development of students, aiming not only at academic excellence but also fostering creativity, critical thinking, emotional intelligence, and life skills. Here is the way we at our college nurture various essentials:

1.Creativity and Innovativeness :

Teachers encourages students to promote creativity by allowing students to explore to problems, encouraging them to use various skills and techniques while teaching, encouraging the students for open

ended tasks. Students are encouraged to think outside the box and apply their creativity to come up with solutions that are original or innovative.

Example :

Math Problem Solving: In math, students might be presented with a real-world scenario, such as planning a budget for an event, creating a Bank in the classroom. They would need to explore various ways to approach the problem and come up with solutions, rather than solving a specific equation.

Science Projects: Rather than simply replicating an experiment, students could be asked to design their own experiment to explore a particular scientific question or phenomenon.

2. Intellectual and Thinking Skills :

We at Krantijyoti Savitribai Phule College of Bachelor of Education helps the students for critical thinking through debates, problem-solving tasks, and discussions, students learn to analyze information critically, evaluating different perspectives and forming reasoned conclusions. Subjects like mathematics, science, and social studies encourage logical thinking, helping students break down complex concepts and reason systematically.

Inquiry-Based Learning: Teachers guide students to ask questions and seek answers through research, fostering independent thinking and deeper intellectual engagement.

Example :

- Field work: Students can go out into the field to investigate the world around them, especially in Community
- Question-and-answer sessions: Students can participate in question-and-answer sessions.
- Group projects: Students can work together on group projects.

3. Empathy and Life Skills

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

We at our institute train our students integrating Social and Emotional Learning into lessons helps students develop an understanding of others' feelings and perspectives, fostering empathy. Group work and peer discussions build empathy by allowing students to work closely with others, understand their challenges, and learn to compromise.

Group projects and presentations develop communication skills and the ability to work in teams, essential life skills in any professional environment. Real-world problems introduced in the classroom train students to make decisions based on evidence and reason, preparing them for life's challenges.

By integrating creativity, intellectual skills, empathy, and life skills, the teaching and learning process prepares students not just for academic success but for life itself. It equips them to be innovative, thoughtful, and empathetic individuals capable of navigating the complexities of the modern world.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

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

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

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: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: C. Any 3 of the above

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

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: C. Any 3 of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

In KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION, an internship program that is systematically planned with necessary preparedness ensures that both the intern and the organization derive maximum benefit from the experience.

Internship Process is a crucial component of teacher education that offers students hands-on teaching experience. During the internship, students engage in practical teaching, classroom management, lesson planning, and gain insights into the day-to-day operations of a school. B.Ed internships serve as a critical bridge between academic theory and the practical realities of teaching. Comprising pre-internship and school-internship phases, these programs immerse student-teachers in the dynamics of real-world classrooms. Here, they encounter diverse learning styles, observe the teaching-learning process firsthand, and engage in actual teaching experiences under the guidance of seasoned educators. This hands-on approach is instrumental in transforming B.Ed students into proficient teachers ready to navigate the complexities of modern education.

College sends student teachers to internship programme in three semesters catering to different levels.

1.Selection/ identification of schools for internship:

Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, methodology requirements of the schools etc.

2. Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, criteria for evaluation/observation for 3 semesters for a period of mention weeks from primary to secondary levels as per University of Mumbai Syllabus. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

3.Orientation to students going for internship:

Students are oriented and demonstrated to use different strategies of teaching, design instructional

teaching, activities, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each teacher trainee get at least five lesson plans approved by their methodology lecturers and are instructed to submit their lesson /unit plan daily to master teachers for constructive suggestions. Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

Selection/Identification of schools for internship:

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter.
- The student's medium of instruction (Hindi/ English) are considered too before assigning practice teaching school.

The training program formally assessed for each of the students throughout the internship in the following way :

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Students prepare rough and fair lesson plan, where rough lesson plan is first checked by the subject teacher and then students prepare proper fair lesson plan.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Students record their scheduled activities in the Internship book and it is properly checked by the college faculty with suitable remarks.

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

2.4.9

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

Response: 10.5

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

Response: 4

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, University Of Mumbai. We follow a well-organized and well planned schedule for Internship. Students are trained under able guidance of faculty members and are prepared for the field in all aspects.

List of schools is pre-decided by the Internship Incharge and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of incharge, location of the school, nearby metro-station/ bus stands etc. The school principals are requested for an introduction to the allotted school staff with students on the first day of internship.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

Role of Teacher Educator during Internship :

The role of a **teacher-educator** during the internship of B.Ed. students is crucial for bridging the gap between theoretical knowledge and practical classroom experience. Teacher-educators act as mentors, guides, and evaluators throughout the process, ensuring that student-teachers grow into competent professionals. Here's an outline of their role:

- 1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
- 2.They also look after the problems faced by the students in the schools and provide viable solutions at her level.
3. Teacher-educators provide constant guidance to student-teachers during their internships, offering advice on lesson planning, classroom management, and effective teaching strategies.
4. By observing classes or reviewing lesson plans, teacher-educators give personalized, constructive feedback to student-teachers, helping them improve their teaching skills.
5. Suitable feedback is provided to the trainees for improvement in performance.

Role of School Teachers :

During a B.Ed. internship, **school teachers** play a critical role in providing practical experience, support, and mentorship to student-teachers. They bridge the gap between academic theory and real-world teaching practice. Here are the key roles school teachers play during the B.Ed. internship

- 1.They provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. School teachers act as mentors, demonstrating effective teaching methods, classroom management strategies, and lesson delivery. They provide student-teachers with an example of professional conduct in a school setting.
3. School teachers observe B.Ed. students during their lessons, providing them with immediate feedback on their teaching performance, classroom interactions, and lesson execution.

4. School teachers help student-teachers learn effective classroom management techniques, such as maintaining discipline, addressing behavioral issues, and creating a positive learning environment.

5. To provide feedback of interns to the teacher-educator.

Role of Peer :

1.To sit and observe peers throughout class duration.

2.To monitor peers for better performance.

3.Discussion upon presentation is done among peers for improvement.

4.To reflect upon observation and improving oneself.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 81.82

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 1.73

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

Response: 19

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers at Krantijyoti Savitribai Phule College of Bachelor of Education put efforts to keep themselves updated professionally. In the context of Bachelor of Education teachers, professional development efforts can be viewed as essential steps toward improving teaching practices, aligning with new educational trends, and staying updated with policies and regulations. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education.

1. The Purpose of In-House Discussions on Current Developments and Issues in Education:

- In-house discussions among B.Ed. educators create an environment of shared learning and collaboration. By discussing current trends, challenges, and pedagogical methods, teacher educators not only stay updated but also refine their teaching approaches.
- To strengthen the base of students according to change in system.
- These discussions help teacher educators provide up-to-date knowledge to future teachers, who will be equipped to handle modern classroom environments.
- To get ready for changes in education system.
- To provide solution of queries related to different issues and challenges of the education system.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different

policies; it increases teacher's interest to know more about the recent trends in education.

2. Sharing information with colleagues and with other institutions on policies and regulations

Teachers at Krantijyoti Savitribai Phule College of Bachelor of Education, also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system.

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

2.6 Evaluation Process

2.6.1

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

Response:

We at KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. Continuous Internal Evaluation (CIE) in the context of Bachelor of Education (B.Ed.) programs refers to the systematic and ongoing assessment of student-teachers throughout their course of study. For B.Ed. educators, this approach plays a crucial role in preparing future teachers by ensuring they develop the necessary knowledge, skills, and attitudes for effective teaching. Krantijyoti Savitribai Phule College of Bachelor of Education, has adopted the following measures to maintain the quality of Internal Assessment-

- **Assignments and Projects:** Student-teachers are assigned projects, case studies, and research work related to educational theories, pedagogical practices, and classroom management. These tasks are regularly evaluated to track their academic progress.
- Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
- Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
- A key component of CIE in B.Ed. programs is the assessment of student-teachers' practical teaching skills during internships. Educators observe and evaluate lesson planning, classroom management, communication skills, and student engagement techniques.
- **Class test / Essay Test** -The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/Viva test is taken by the faculty after the completion of each unit.

For B.Ed. educators, CIE is a crucial method of evaluating the progress and professional development of student-teachers. It promotes continuous learning, critical thinking, and reflective practices while reducing the focus on one-time assessments. By fostering a deeper understanding of teaching and ensuring that student-teachers receive ongoing feedback, CIE prepares them for the realities of the teaching profession and helps them to meet the standards required for effective educational practice.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

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

Response: E. None of the above

File Description	Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period. An operationally effective grievance redressal mechanism for B.Ed. students related to examinations ensures that their concerns and complaints regarding exams are addressed promptly, fairly, and transparently.

Grievance Redressal Cell :

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. Our institution have a clear, well-communicated grievance redressal policy that

outlines the steps students can follow if they have issues related to examinations. This may include issues like discrepancies in marks, unfair assessment. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the grievances such as evaluation errors, technical issues during online exams, and which cannot, such as dissatisfaction with expected results. We at our institution look into the grievances in following manner :

- Clear guidelines for submitting grievances (including the required documentation or evidence) should be available on notice boards, student handbooks, or institutional websites.

Internal Grievance Redressal :

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).

Types of internal grievances are-

Marked absent in the assignment

Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are-

Pre-Examination Grievances

- Not getting Hall Ticket for the examination
- Different subject mentioned on the admit card
- Name is not correctly written on the admit card

Post-Examination Grievances

- Result not declared
- Name not found in result list
- Absent marked in specific papers

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

2.6.4**The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

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 , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also 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 and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes**2.7.1****The teaching learning process of the institution are aligned with the stated PLOs and CLOs.****Response:**

We at KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION ensures the teaching and learning process for B.Ed. (Bachelor of Education) students is designed to prepare future educators with the knowledge, skills, attitudes, and competencies required to become effective teachers. This process integrates theoretical learning with practical experiences, emphasizing the development of professional teaching capabilities.

In the context of a B.Ed. (Bachelor of Education) program, aligning the teaching-learning process with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for ensuring that students are equipped with the knowledge, skills, and competencies needed to become effective educators. Adequate care is being taken by the University of Mumbai in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. Our

College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

Programme Learning outcomes and Course Learning Outcomes :

Programme Learning Outcomes:

After completion of the B.Ed. program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.
2. Apply knowledge of various aspects of development of learner for planning learning Experiences.
3. Develop skills regarding various role of teacher in facilitating learning.
4. Develop a conceptual understanding about issues of diversity, inequality and Marginalization in Indian society and the implications for education.
5. Apply constructivist and cooperative learning principles for teaching-learning process.
6. Analyze contexts and the relationship between school curriculum, policy and learning.
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school.
8. Use information and communication technology for enhancing learning-teaching process.
9. Use drama and art for development of personality of learners.
10. Relate knowledge about gender, school and society with learning.
11. Acquire basic understanding about new trends in education.
12. Develop professional attitude towards teaching.

Course Learning Outcomes :

CLOs are specific, measurable outcomes related to individual courses within the B.Ed. program. Each course is designed to contribute to the achievement of the PLOs. For example:

- A course on “**Childhood and Growing Up**” might have CLOs related to strategies for examining the theoretical perspectives of child development. To develop an understanding of looking at one's own self, feeling and emotion.
- A course on “**Knowledge and Curriculum**” might focus on understanding social and cultural influence on education. Examine relationship of curriculum to education.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 93.94**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
42	40	32	20	21

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

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

In the context of B.Ed. (Bachelor of Education) programs, monitoring the progressive performance of students and ensuring the attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for continuous improvement. This process ensures that B.Ed. students not only achieve academic and theoretical success but also develop the necessary professional and personal qualities needed for effective teaching.

We at KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning as follows

1. Monitoring Progressive Performance of B.Ed. Students

Progressive performance monitoring involves assessing how well students are progressing towards the achievement of PLOs and CLOs throughout their coursework and practical experiences. This helps identify areas where students are excelling or where additional support is needed. Here's how it is typically done:

Regular Assessments: Continuous assessments like assignments, projects, sessions are conducted throughout the program. These assessments provide real-time insights into how well students are achieving specific CLOs.

Teaching Practicum Observations: During teaching practice or internships, mentor teachers and supervisors observe the students' teaching methods, classroom management, and interaction with students. These observations assess their practical abilities and align with PLOs related to professional competence.

Feedback Mechanisms: Regular feedback from instructors, mentors, and peers is crucial. Feedback on lesson planning, teaching style, communication, and classroom management is collected during teaching practice, helping students reflect on their performance.

Initial Implementation: At the beginning of the program, the curriculum, teaching methods, and assessments are aligned with the PLOs and CLOs.

Ongoing Monitoring: Regular assessments and feedback help track student progress and identify gaps in their learning or professional development.

The progressive performance of B.Ed. students is closely monitored through a variety of assessments, feedback mechanisms, and reflective practices to ensure that they are developing both professionally and personally in line with the PLOs and CLOs. This data-driven approach supports continuous improvement, enabling both individual growth and the enhancement of the overall program, ultimately producing effective, well-rounded educators.

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

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: 42

File Description	Document
Data as per Data template	View Document

2.7.5

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

Response:

At **KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION** practices students' performance on various assessment tasks serves as an important indicator of how well their initially identified learning needs are being met. Since the goal of a B.Ed. program is to prepare future educators to be effective in both theory and practice, continuous assessment helps monitor their progress, identify gaps, and address individual needs through interventions. Here's how this process works for the B.Ed. students in our college :

1. Identification of Initial Learning Needs :

Evaluating Assessments: Initial tests or baseline assessments help faculty understand the starting level of each student in areas such as content knowledge, pedagogical understanding, and classroom management skills.

Self-Assessment and Reflection: Students are encouraged to reflect on their own strengths, weaknesses, and goals. For example, a student might identify that they need to improve their ability to manage diverse classrooms or use technology effectively in teaching.

Instructor and Mentor Observations: Faculty and mentors can observe student behaviors, participation, and performance in early assignments or activities to gauge their initial abilities.

Based on these initial assessments, each student's specific learning needs—whether in subject matter, teaching strategies, classroom management, or personal skills—are identified.

2. Assessment Tasks in the B.Ed. Program

Assessment tasks in the B.Ed. program are varied and aim to evaluate both theoretical knowledge and practical teaching skills. Common assessment tasks include:

Written Examinations: Class Test, Essay Test and Content test are as per the syllabus of University of Mumbai, this helps the understanding of educational theories, pedagogy, and subject-specific knowledge.

Assignments and Projects: These may require students to create lesson plans, instructional materials, projects, assignments related to the subjects as per syllabus providing insight into their ability to apply theoretical knowledge.

Peer and Self-Evaluations: Students engage in self-assessment and peer evaluation exercises, during internship programmes reflecting on their own performance and that of others to identify areas of improvement.

3. Link to Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

The overall aim of the B.Ed. program is to ensure that students achieve the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). By monitoring performance and catering to individual learning needs, the program ensures that students are progressing towards these outcomes:

- **CLOs:** Each course has specific learning outcomes (e.g., effective lesson planning, understanding student psychology, or using technology in teaching). Assessment tasks are designed to measure how well students meet these outcomes, and their performance reflects whether their needs in these areas are being addressed.
- **PLOs:** The overarching goals of the B.Ed. program, such as developing competent educators who can manage classrooms, design effective instruction, and engage in reflective practice, are closely monitored through cumulative performance across courses and practicum experiences.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** E. None of the above

File Description	Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications**3.2.1**

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

Response: 0

3.2.1.1 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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.2.2

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

Response: 0.14

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	1	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 0.6

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
2	1	0	0	0

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

3.3.2

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

Response: 62.35

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
60	52	45	20	30

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

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: 37.65

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
35	50	0	0	40

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

3.3.4

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

Response:

KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION, organizes outreach activities in the community with active participation of students in various fields viz. education, current social issues, women empowerment, environment protection etc. Outreach activities for Bachelor of Education (B.Ed.) students can play a crucial role in influencing and sensitizing them to social issues while also contributing to community development.

Various outreach activities are conducted in our college as per syllabus of University of Mumbai. Community visit is organised at orphanage, vrudashram where our students gets to know about the real world and the situation happening in the community. Students basically visit the orphanage and vrudasharam where they do some activity, interact with the orphanage kids and the old grandmother and grandfathers. They try to communicate with them and try to understand them.

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

3.3.5

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

Response: 0

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

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

File Description**Document**

Data as per Data Template

[View Document](#)

3.4 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

[View Document](#)

Data as per Data Template

[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the last five years

Response: 2

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

Response: 2

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

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: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 2500 sq. m, that consists of following:

Classrooms: College has 6 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. Library possesses journals, magazines and B.Ed. curriculum books.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Science Laboratory. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments: In the science laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing the documents.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Sports field and fitness center : To support sports activities sports field is available near the college where the permission has been granted. Gymnasium center is maintained for the students.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

Lift: The college has a facility of two lifts for all.

Ramp: Ramp and wheelchair are also available for differently abled persons.

File Description	Document
Link for additional information	View Document

4.1.2

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

Response: 18.18

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: 11

File Description	Document
Data as per Data Template	View Document

4.1.3

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

Response: 0

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
0	0	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library is fully Wi-Fi enabled and has a seating capacity of 50 users, consisting of provision to enable students to access information for their academic pursuits through internet. Keeping in view the mission and vision of University provides all the resources required to empower women through Education. Library is located on the 6th floor of the campus with a total area of 1050 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at Krantijyoti Savitribai Phule College of Bachelor of Education is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time-to time. Library keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

4.2.2

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

Response:

Our College possesses a full-fledged library in the premises supporting and assisting the students in their learning. The library at KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is updated each year according to the changing needs of the Education systems and teacher training pattern.

4.2.3

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.82

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	0.42	3.7	0

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

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: 10.24

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: 146

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: 210

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 156

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 252

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 209

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 90mbps.).

Internet and Wi-Fi:

Internet speed of Wi-Fi is 100 mbps.

Wi-Fi facility is made available to all students inside the college campus.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.25

File Description	Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 0.17**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
0	0.11	0.074	0.085	0

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

4.4.2

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

Response:

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management:

The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education. Fire Safety equipment is maintained in labs as a precautionary measure. Maintenance -Regular inspection of devices/tools is organized. Periodic maintenance is done by regular cleaning of the lab spaces. Regular check up of equipments is carried out at the end of every semester

Library

- If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal.
- Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card .
- At the end of the academic period borrower cards shall be returned to the library.
- Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

Care of Library Books:

Students are required to handle the books/ Journal very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

Computers & Softwares

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

Website & ERP System

Website is maintained and updated with the help of external professionals.

SPORTS

Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipments and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears.

Other Resources- College has a number of other resources as well-

Multipurpose Hall

Seminar Hall

Art & Craft Resource Center

Canteen

Multipurpose play field

Parking area

Health and Physical Education Resource Center

Lift and Ramp

Hostel

Being an Institution, Safety issue is specially handled and appropriate measures are taken to make the campus safe for students.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: D. Any 1 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: D. Any 5 of the above

5.1.3

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

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

Response: E. Any 1 or none of the above

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

5.1.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 13.73

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
5	5	3	3	5

File Description	Document
Data as per Data Template	View Document

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	View Document

5.2.3

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

Response: 18.3

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
6	6	10	3	3

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

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

In a Bachelor of Education (B.Ed.) college, an active **Student Council** can play a critical role in the institutional functioning, ensuring that students' voices are heard and that they are involved in both academic and non-academic activities. The Student Council is held on Voting system for various department example : Cultural head, Council head, Sports Head, Discipline head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities .

Election of Student Council: - The Student Council are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections.

Eligibility for members :-

A) The first year students shall be eligible to get nominations.

B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, Sports and Cultural Committee.

Functions of the Council: -**I. Student Council President**

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

- C. Supervise the functioning of the elected student body officers.
- D. Develop the agenda for and preside over the meetings of Student Council.

II. Student Council Secretary

- A. Represent the student council at all college events as requested by the president.
- B. Coordinate the work of committees.

III. The Council Member

- A. Communicate ideas from the student body to the Council.
- B. Report to the class the results of Council action.
- C. Serve for their assigned Cell.
- D. Volunteer as needed

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

5.3.2

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

Response: 3

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
4	4	3	2	2

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

At KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION we follow a process to make students a part of the Alumni Group. We have inform for all final year students, they can be a member of group. We also encourage our final year students to continue with our WhatsApp groups so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of alumni group as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement for the present students in various reputed schools in Mumbai.

Two significant contributions by Alumni:

1: Placement and Internship: -

The role of the SCE alumni group has been significant towards the development of the college. Alumni group has been actively maintaining relationships . With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: -

The group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the Education world.

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: E. None of the above

5.4.3

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

Response: 0

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
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

5.4.4

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

Response:

An Alumni Association can indeed be a strong support system for educational institutions. By staying connected with former students, the association brings in valuable experience, guidance, and resources that can inspire current students. Alumni often share real-world insights and career advice that help students understand different pathways to success. Additionally, they can help recognize and nurture special talents by organizing workshops, mentorship programs, and networking opportunities, which further motivate students to pursue their passions and talents.

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:

In the context of a Bachelor of Education (B.Ed.) program, the governance of the institution is particularly important as it directly impacts the quality of teacher preparation and the overall educational environment. Here's how effective leadership and participatory mechanisms align with the vision and mission of a B.Ed. institution:

Vision :

"THE FOUNDATION OF EVERY STATE IS THE EDUCATION OF ITS YOUTH."

Mission :

It is now generally accepted that Education is crucial to any society to maintain or transform itself. Being a product of society, it is evitable that the Institution of Higher Education would reflect the society that this institution must also look towards the future which must be molded today. This make the teacher crucial element in the entire process of nation building and social change, providing knowledge and understanding a structure of values, is perhaps a more important part of his/her concerns. It was long cherished dream of ABHAY SHIKSHAN KENDRA to promote education for the upliftment of the society.

It was the year 1970 Abhay Shikshan Kendra was established in the form of social educational institute. Abhay Shikshan Kendra is a not –for-profit organization with an overarching goal to facilitate a just equitable, human and sustainable society with this vision. The foundation's work is aimed at enriching and enhancing the capabilities of individuals, group and institutions to achieve well being and harmony in a society and culturally diverse democracy. For nearly a decade, the foundation has been engaged in contribution to quality school education in India.

Abhay Shikshan Kendra was established in by Hon. Founder Shri. Eknathji M. Gaikwad (MP) with the sole motto of imparting education for the poorer, economical backward and social marginalized section of the society. Inauguration of extended building of Abhay Shikshan Kendra was organized on 4th March, 2003 with the auspicious hands of Hon. Sushilkumar Shinde, Former Chief Minister, and Maharashtra State in presence of Shri. Murli Deora.

Learning Environment

- **Teaching – Learning Process:** Each course will be designed to facilitate a dialogic synthesis of

understanding drawing from theory and practice. Decision about the organization of individual courses rest on the faculty and may vary from course to course. A typical course outline / syllabus will include – the course rationale, course objectives, and description of each unit, list of basic and advanced reading, assessment and teaching plant. It is visualized that the programme will have a strong practicum component.

- **Field Programme of Abhay Shikshan Kendra:** Concurrent to the establishment of institution, the Abhay Shikshan Kendra is setting up scaled – up institutional structure for the field to facilitate change and improvement. This will be done by providing accessible expertise, support and capacity. These institutional structures will be demonstrable models for replication.
- **Environment:** Abhay Shikshan Kendra aims to provide vibrant and inclusive environment for learning. As such, students participation both individually and groups will be encouraged. Additionally the classroom will be supplemented with experiences on the field at different schools.
- **Teaching Facility:** The teaching faculty at Abhay Shikshan Kendra is distinguished by their emphasis on the integrations of research and practice in both the classroom and its practicum education. Many members have personally contributed to the social sphere and their work has been on the cutting edge of education, policy, research and practice.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

In a B.Ed. college, decentralization and participative management can significantly enhance institutional effectiveness by fostering inclusivity and shared decision-making. The College Development Committee(CDC) is the apex body of the institution that plans and executes the development activities.CDC of the institute was set up in 2018. College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.In order to provide latest and best-in-class courses for academic and non-academic work, CollegeManagement keeps a close watch on the industry trends and requirements, by actively interacting with its faculty members.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities. These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation. In our institution Administrative tasks, such as admissions, examinations, student welfare, and community engagement,are decentralized. Different staff members or committees are responsible for these areas,

enhancing efficiency and accountability.

Student councils are empowered to take charge of extracurricular activities, helping them develop leadership skills and a sense of ownership within the institution.

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

6.1.3

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

Response:

Proper procedures are adhered to according to government, state and affiliating university in governing the day - to- day functions of the College.

KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs:

The college offers B.Ed course. Admission is taken on the basis of entrance examination conducted by the state government with the help of CET Cell. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep 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. All India Survey for Higher Education (AISHE). Data format containing the details of the student is submitted to the University of Mumbai.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional perspective plan aligns with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies.

It is effectively deployed to focus on bringing quality improvements in the areas of:

1. Curricular Planning and Implementation
2. Teaching- Learning Processes
3. Extension Activities
4. Academic infrastructural facilities
5. Student Support Activities and Student Progression
6. Internal Quality Assurance System
7. Institutional Values and Best Practices
8. Governance, Leadership and Management

At the beginning of the academic year, various bodies and committees that constitute the Organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules, regulations and directives of conduct by higher education, it often meant preparing the academic calendar, without compromising on time, duration, content and quality whilst providing educational services.

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:

KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is affiliated to University of Mumbai. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of institution. The effective and efficient functioning of institutional bodies in a B.Ed. college is essential to maintaining smooth operations and achieving the institution's strategic objectives. This is reflected in several areas, including the formulation and implementation of policies, administrative setup, appointment and service rules, and operational procedures.

1. Well-Defined Policies and Guidelines

- **Comprehensive Policies:** The institution have clear and well-documented policies covering academic operations, governance, student affairs, faculty responsibilities, and ethics. These policies helps to guide day-to-day functioning and ensure consistency across the institution.
- **Academic Policies:** Guidelines for curriculum development, assessment methods, attendance, and student progression.
- **Student Affairs:** Policies on student welfare, discipline, grievance redressal, and extracurricular activities.

2. Structured Administrative Setup

- **Clear Organizational Hierarchy:** The college have a well-structured administrative hierarchy with clearly defined roles and responsibilities for various institutional bodies.
- **Principal :** College Principal provides academic and administrative leadership, ensuring that the policies are executed efficiently.
- **Academic Council:** Oversees the academic affairs,examination procedure, co-curricular activities.

3. Transparent Appointment and Service Rules

- **Clear Recruitment Procedures:** The institution have transparent recruitment procedures for appointing teaching and non-teaching staff. Advertisemnt is given in teh newspaper and University News book for the clear appointment.
- **Eligibility Criteria:** Hiring of teaching and non teaching staff is as per the rules and regulations with regulatory bodies like UGC or NCTE.
- **Selection Process:** Structured interviews, and proper background checks is done,
- **Service Rules and Benefits:** Well-defined service rules, including terms of appointment, leave policies, promotions, salary structures are maintained in college.

4. Efficient Procedures and Systems :

- **Standard Operating Procedures (SOPs):** SOPs for administrative tasks, such as admissions, examinations, grading, library usage, and student support services is run smoothly in our institution.
- **Admission Procedures:** Admission process is done on the merit list and as on the basis of Mharashtra State CET cell rules and regulation. Admissions are carried on the www.mahacet.org website.
- **Examination and Evaluation:** Clearly defined examination procedures, grading standards, and assessment timelines are carried.

The efficiency and effectiveness of institutional bodies institution are reflected in the clarity of policies, transparency in procedures, structured administration, and an inclusive, accountable governance model. These elements work together to create a well-functioning and successful institution. Krantijoti Savitribai Phule College of Bachelor of Education makes sure we maintain and adhere our policies and work as per our Vision and Mission.

File Description	Document
Any additional information	View Document

6.2.3

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

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

6.2.4

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

Response:

The 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 University of Mumbai. 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. 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 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 in reality.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The **effective implementation of welfare measures** for teaching and non-teaching staff in an institution is essential for creating a supportive, motivating, and productive working environment. Welfare measures not only improve job satisfaction and morale but also contribute to the overall efficiency of the institution. KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION has effective welfare measures for teaching and non- teaching staff.

- **Leave Policies:** A flexible and humane leave policy that includes provisions for sick leave, maternity/paternity leave, casual leave, and personal leave allows staff to balance work with their health and personal lives without stress.
- **Promotions :** Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.
- **Career Growth:** Faculty members are boost and motivated for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.
- Free medical camp for the staff is arranged.
- Gives academic freedom for staff members, funding faculty development programs, deputed on duty for attending Seminars/ Workshops, permission for higher studies.
- Teachers' day is celebrated to boost the professional morale of teachers.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff.
- Ensuring that the campus is safe for all staff, with provisions like adequate lighting, secure entry/exit points, and trained security personnel, is fundamental to staff welfare.

Effective implementation of welfare measures for teaching and non-teaching staff fosters a supportive and productive working environment. By focusing on financial security, health and wellness, professional development, work-life balance, and recognition, an institution ensures the well-being and motivation of its staff. This leads to increased productivity, job satisfaction, and retention, creating a positive and thriving institutional culture. We at our KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION maintain the quality and measures to keep the atmosphere and environment safe and friendly.

6.3.2

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

Response: 0

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

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

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.3**

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

Response: 0

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

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

File Description**Document**

Data as per Data Template

[View Document](#)**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	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

An **effective performance appraisal system** for teaching and non-teaching staff is essential in KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION, to ensure accountability, foster professional growth, and improve institutional efficiency. A well-designed appraisal system helps evaluate employee performance, recognize contributions, identify areas for improvement, and provide feedback for personal and professional development. We at KJSP follow the appropriate appraisal system.

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curriculars, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity). At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution.

Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process.

For non-teaching staff, the feedback are collected from each department and appraisals are given.

We can define the following purposes :

1. Providing feedback to employees about their performance.
2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Setting and measuring goals.
5. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Improving overall organisational performance .

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years. The mechanisms to monitor the effective and efficient use of financial resources are as follows:

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION is a self-financed college, there are no funds from Government organizations.

The College utilizes these funds for the following resources:

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning.
2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of additional furniture in the classes, Chairs.
3. Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.
4. Security Purpose: At Satyam safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.
5. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.
6. Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
7. Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.
8. Internet Charges: Satyam College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet

service to all the users.

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:

KRANTIJYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION aims at empowering women and being a Teachers training institute its objective is to provide best possible opportunities to student teachers for their holistic development to serve the society after completion of the course. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects.

From 2018 onwards, IQAC was constituted with the following goals:

- Communication of information on the various quality parameters of higher education
- Development of quality benchmarks for the various academic and administrative activities of the institution.
- various activities leading to quality improvement.
- Discussion on Obtaining, analyzing and action needs to be taken for feedback responses from students, parents, and alumni on quality-related institutional processes.

6.5.2

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a vital role in enhancing and institutionalizing quality assurance mechanisms within educational institutions. It is typically established in higher education institutions to promote a culture of continuous improvement and accountability in academic and administrative processes.

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Women Development Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell.

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

6.5.3

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

6.5.5

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

Response:

Our Krantijyoti Savitribai Phule College of Education (B.Ed.) have applied for IQAC in 2024 academic year.

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:

In the future and coming academic year, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making. Solar is one of the easy ways to cut down electricity costs at institutions. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilise a large portion of the sun's energy.

7.1.2

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

Response:

Institution has a **stated policy and procedure for waste management**, the organization has formal guidelines and steps to ensure proper handling, disposal, and reduction of waste. The waste management policy outlines the institution's commitment to environmental sustainability and compliance with local and national waste disposal regulations. The objectives are usually focused on:

- Reducing waste generation
- Promoting recycling and reuse
- Proper segregation and disposal of waste
- Ensuring health and safety
- Minimizing environmental impact

Procedures for Implementation:

The waste management policy includes clear procedures for how waste should be handled at every stage. Following are the steps followed by the institute.

- **Waste Segregation:** The policy specifies how waste should be sorted into different categories.
- **Waste Collection:** The procedure describes how and when waste should be collected. It could involve setting up collection points across the institution and assigning specific responsibilities to

staff or departments for waste collection.

- **Waste Disposal:** Guidelines are provided for the proper disposal of each type of waste.
- **Recycling and Reuse:** The institution encourages recycling and reusing materials whenever possible. Procedures might include:
 - Paper recycling drives
 - Composting organic waste
 - Reuse of electronics or donating them to other organizations

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: D. Any 1 of the above

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

7.1.5

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

Response:

At **KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION**, we are deeply committed to creating and maintaining a clean, healthy, and eco-friendly campus. Our institution prioritizes environmental sustainability through regular cleanliness drives, proper sanitation practices, and proactive measures to reduce pollution. We strive to provide an environment that supports not only academic excellence but also the well-being of our students, staff, and the wider community.

1. Cleanliness and Sanitation

We ensure high standards of cleanliness across all areas of the campus, including classrooms, laboratories, libraries, and common areas. Our sanitation initiatives include:

- Daily cleaning and maintenance of all indoor and outdoor spaces.
- Proper waste disposal practices, including segregation of waste and recycling.
- Promote hygiene, including hand-washing areas and sanitizers across the campus.

2. Pollution-Free and Healthy Environment

We take active steps to minimize pollution and promote a healthy, clean environment. Our pollution control measures include:

- Ensuring the campus is free from air and noise pollution by restricting the use of vehicles within the campus.
- Encouraging energy conservation through the use of energy-efficient appliances.
- Providing a safe and healthy environment for all students and staff by maintaining proper ventilation and air quality in classrooms and offices.

3. Community Involvement

We believe that maintaining a clean, green, and healthy environment is a collective responsibility. Therefore, we actively involve students, faculty, and non-teaching staff in environmental initiatives such as:

- Cleanliness drives on campus and in surrounding communities.

By fostering these principles, Together, we make our campus and community cleaner, greener, and healthier for future generations.

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:** E. None of the above**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

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

File Description**Document**

Data as per Data Template

[View Document](#)**7.1.8****Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

We KRANTIYOTI SAVITRIBAI PHULE COLLEGE OF BACHELOR OF EDUCATION will plan to make it possible in coming year.

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

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**

3. There is a committee to monitor adherence to the Code of Conduct**4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Community-Based Learning Program

1. Title of the Practice

Community-Based Learning Program: Bridging Classroom Knowledge with Real-World Community Challenges

2. Objectives of the Practice

- To integrate classroom learning with community engagement for practical, impactful experiences.
- To address local community issues such as health, environment, and education through structured student projects.
- To foster a sense of social responsibility and enhance students' problem-solving and critical thinking skills.

Best Practice 2: Mentorship Program for Student Development

1. Title of the Practice

Mentorship Program for Student Development: Supporting Academic and Personal Growth

2. Objectives of the Practice

- To provide personalized guidance to students, helping them navigate academic challenges and personal development.
- To create a supportive environment where students can discuss career planning, academic concerns, and personal goals.
- To improve student retention rates by fostering stronger student-faculty relationships and addressing individual student needs.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision, Priority, and Thrust

The institution's vision emphasizes developing socially responsible and community-oriented leaders who contribute positively to society. In alignment with this vision, the institution prioritizes community-centric education, focusing on building a sense of civic engagement, empathy, and practical problem-solving skills in its students. The thrust area is to integrate academic learning with meaningful community service and real-world applications.

Area of Distinctiveness

One area where the institution has achieved distinctiveness is in **Community-Based Learning and Engagement Programs**. These programs are carefully designed to blend academic curricula with local community challenges, allowing students to apply their knowledge to real-world issues, from environmental sustainability and health awareness to education and economic development.

Key Aspects of Performance

1. Curriculum Integration:

- Community-based projects are embedded into various courses ensuring that students engage with community challenges as part of their academic requirements.

2. Community Impact:

- The institution has partnered with local NGOs, government bodies, and community

groups to ensure that projects address pressing community needs effectively.

- Projects such as educational programs have had a measurable impact, improving the quality of life for local residents and enhancing students' understanding of community issues.

3. Student Development:

- Through hands-on engagement, students gain practical skills, from critical thinking and communication to leadership and teamwork. These skills are invaluable for their future careers and personal growth.
- Over 90% of participating students report that these programs have enhanced their sense of social responsibility and practical understanding of their fields.

Conclusion

The institution's emphasis on community engagement as a core part of its educational approach reflects its commitment to producing graduates who are not only academically proficient but also socially responsible and proactive. This distinct focus aligns with the institution's vision and adds value to the education it provides, making a positive impact both on the students and the broader community.

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

5. CONCLUSION

Additional Information :

Gaining knowledge alone is not Education, but it is that what makes us better human beings and so determines the future of the country. Education should help one to acquire life skills, there by live well, behave well to others and contribute his/her best to the society / nation / world. Ultimately the aim of Education should be the real peace in the world, where persons only use, develop and spread the positives in them.

Concluding Remarks :

We at KJSP, help in making this Pupil. Our goal at KJSP is to provide an enriching, engaging, and challenging curriculum that will prepare our Pupil Teachers for success. Teachers here are trained to step up and use the latest technologies and Methodologies for teaching – learning process. Various activities, Workshops and Celebrations help them to be Sensitive and Empathetic towards the needs of the Young generation and Society at Large. We lay special emphasis on both co-curricular and extra-curricular activities providing our Pupil Teachers to be a leader in their respective field of activity. Father of our nation, Mahatma Gandhi has beautifully observed the meaning of Education as ‘the all-round drawing out of the best in child and man, in body, mind and spirit’. Here in this College, we are in that effort to bring out the best in our student-teachers, in all aspects, so that they are equipped to do the same when they become the real teachers later. We welcome all individuals who think they can contribute in the field of education as a teacher and mentor for our young India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
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 Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.																																								
1.2.1	Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available 1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. 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>86</td><td>81</td><td>63</td><td>40</td><td>63</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>11</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table> 1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years.. 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>86</td><td>81</td><td>63</td><td>40</td><td>63</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>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	86	81	63	40	63	2022-23	2021-22	2020-21	2019-20	2018-19	11	6	6	6	6	2022-23	2021-22	2020-21	2019-20	2018-19	86	81	63	40	63	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	11	11
2022-23	2021-22	2020-21	2019-20	2018-19																																					
86	81	63	40	63																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
11	6	6	6	6																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
86	81	63	40	63																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
11	11	11	11	11																																					

Remark : As per the supporting documents provided based on that DVV input is recommended.

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**

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

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	6	5

Answer After DVV Verification :

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

	2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year Answer before DVV Verification : 100 Answer after DVV Verification: 0 Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.
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 Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.4.1	Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.
2.4.5	Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning**4. Identifying and selecting/ developing online learning resources****5. Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	81	63	41	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	32	20	21

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : 86

Answer after DVV Verification: 42

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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	2	0	0	0

Answer After DVV Verification :

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

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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
7	6	0	0	5

Answer After DVV Verification :

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

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	81	63	41	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	52	45	20	30

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	60	0	0	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	50	0	0	40

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : 11

Answer after DVV Verification: 2

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

Answer before DVV Verification : 11

Answer after DVV Verification: 11

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

4.1.3	Percentage of expenditure excluding salary for infrastructure augmentation during the last five years 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification: <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>11850</td><td>7495</td><td>8594</td><td>0</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>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : As HEI has not provided proper supporting documents and heads to claim this metrics , so based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	0	11850	7495	8594	0	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																	
0	11850	7495	8594	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
4.2.4	Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs) 4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs) Answer before DVV Verification: <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>3250</td><td>0</td><td>42575</td><td>37110</td><td>0</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>0</td><td>0</td><td>0.42</td><td>3.7</td><td>0</td></tr></table> Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	3250	0	42575	37110	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0.42	3.7	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
3250	0	42575	37110	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0.42	3.7	0																	
4.2.6	Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above																				

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
366504	369501	552550	378057	1622

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.11	0.074	0.085	0

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : C. Any 2 or 3 of the above

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students

4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 6

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 : 10

Answer after DVV Verification: 0

Remark : As without supporting documents the claim could not be considered so based on that DVV input is recommended.

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
5	4	4	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	2	2

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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 : B. Any 5 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	4	3

Answer After DVV Verification :

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

Remark : As per the supporting documents provided by HEI, based on that less than 5 days FDPs could not be considered so DVV input is recommended accordingly.

7.1.6 Institution is committed to encourage green practices that include:

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

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

Answer After DVV Verification: E. None of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is

recommended.

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 : B. Any 3 of the above

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	Number of seats sanctioned year wise during the last five years.. 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>84</td><td>81</td><td>63</td><td>41</td><td>63</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>100</td><td>100</td><td>100</td><td>100</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	84	81	63	41	63	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																	
84	81	63	41	63																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
1.3	Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years.. 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>6</td><td>13</td><td>4</td><td>1</td><td>2</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>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	6	13	4	1	2	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	13	4	1	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
1.4	Number of outgoing/ final year students who appeared for final examination year wise during the last five years.. Answer before DVV Verification:																				

2022-23	2021-22	2020-21	2019-20	2018-19
84	81	63	41	63

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	32	20	31

1.5

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	81	63	41	63

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	30	20	21

2.1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5752321	2026500	2444860	2217578	977884

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57.5	50.53	24.74	16.88	5.11