



# **SELF STUDY REPORT**

**FOR**

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

**RENUKA EDUCATION SOCIETY, RENUKA COLLEGE  
OF EDUCATION, RENAPUR**

**AT. POST. SARSWATI COLONY, GANESH NAGAR, RENAPUR TQ. RENAPUR  
DIST. LATUR**

**413527**

**[www.renukacollege.com](http://www.renukacollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

With immense pride and anticipation, we submit our Self-Study Report to the NAAC for the assessment and accreditation of our institution for cycle-1.

Our Renuka Educational Society's Renuka College of Education, approved by the National Council for Teacher Education (NCTE), stands as a beacon of educational innovation and integrity. We take great pride in being affiliated with Swami Ramanand Teerth Marathwada University, Nanded, a name synonymous with academic excellence.

Our affiliation with SRTMU has allowed us to craft a B. Ed program that meets the rigorous education standards and nurtures the seeds of creativity, critical thinking, and social responsibility.

We march forward on our journey of excellence and approach the NAAC for Assessment and Accreditation of our RCE for cycle-1. It is a significant milestone for us, reaffirming our commitment to transparency, accountability, and continuous improvement. Just as teachers guide their students, we are open to introspection and enhancement, embracing the valuable insights that NAAC's assessment will bring.

RCE has fortunate that the esteemed expert Smt. Minal Shivraj Motegaonkar and Shri Shivraj Raghunath Motegaonkar, president and secretary of the Renuka Education Society, respectively, have been a guiding light in our pursuit of excellence with a wealth of knowledge and experience in the field of education. Their visionary insights and innovative approach have played a pivotal role in shaping the B. Ed program here at Renapur Taluka.

At the heart of our mission lies the unwavering commitment to empowering rural youth through education that is not only accessible but also of the highest quality and endeavour to create a brighter, more enlightened future through education

### Vision

At Renuka College of Education, we envision a transformative educational journey that cultivates exceptional educators equipped with the skills, knowledge, values, and to nurture educators proficient in pedagogy and embody emotional intelligence, social consciousness, and a solid commitment to ethical practices to shape the future of our nation.

### Mission

**Empowering Educators, Transforming Futures: Renuka College of Education's Mission.**

Our mission is to provide a dynamic and enriching learning environment for aspiring educators enrolled in our NCTE-approved B.Ed. Program affiliated with SRTMU.

**Our mission revolves around the following:**

**We are dedicated to equipping our students with the highest pedagogical knowledge, teaching strategies, and practical skills that enable them to excel in the diverse and evolving educational landscape.**

**We nurture personal, social, and emotional growth, fostering empathetic, ethical, and well-rounded educators.**

**We train educators who can adapt their teaching methods to cater to the diverse needs of all learners, ensuring equity in education.**

**We provide practical teaching experience through internships and school partnerships, ensuring students are well-prepared to navigate real classroom scenarios.**

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

### **Institutional Strength**

**RCE has proactive, professional, experienced, and qualified management.**

**RCE has highly qualified, experienced, and dedicated teaching and non-teaching staff.**

**RCE has a well-maintained 3 acres of green and an environmentally conscious campus with state-of-the-art infrastructure to cater to the program's academic and administrative needs for the student's growth.**

**RCE has technology-enabled transparent administration with ERP and effective engagement of curriculum delivery through ICT-enabled tools.**

**RCE has well-designed outcome-based curricula addressing global needs, flexibility (CBCS), and employability of students and inculcating Human Values**

**RCE has a well-stocked and maintained library, strengthened with LMS, has a rich collection of textbooks, reference books, e-journals, and a reading hall that can accommodate more than 50 students at a time.**

**RCE has adequate classrooms well structured, proper ventilation, and is airy enough with good amenities space, and seminar hall has Wi-Fi & LAN connections.**

**RCE has a vibrant student community across the Latur and Beed Districts, maintaining national culture and respect for diverse thoughts.**

**RCE has vibrant research culture with quality publications, participating in National and International workshops, seminars, and conferences and presenting their papers in the said conferences.**

**RCE has quality publications with high-impact factors, citations, and innovative need-based research.**

**RCE has a well-established research facility and infrastructure for fundamental and applied research.**

**RCE has an E-learning environment on the campus via e-resources for better and more effective coordination and proficient delivery mechanism.**

**RCE has continuous augmentation and renewal of infrastructure and facilities, creating a pleasant and conducive work environment.**

**RCE has sensitization and awareness for gender equality, sexual harassment, women empowerment, and leadership through curricular intervention and extracurricular practices.**

**RCE emphasizes inculcating human values such as tolerance, communal harmony, and inclusivity among the students and staff by promoting a sense of fraternity, friendliness, and solidarity among its stakeholders from different ethnicities, religions, socioeconomic, cultures, and regions.**

**RCE has a good legacy of the examination results.**

**RCE has a well-maintained sports and gym facility with modern equipment.**

**RCE utilizes natural resources with a roof-top water harvesting system, purifier portable water plant, solar system, and water recycling.**

**RCE has a vast alumni base.**

### **Institutional Weakness**

**RCE has limited industry-institute interaction due to limited accessibility, and rural location reduces student opportunities.**

**RCE has a self-financed institute that hampers academic growth in intake capacity, adding add-on courses and new programs like M. Ed.**

**RCE has a limited presence of National students on the campus due to its remote location.**

**RCE has financial constraints for the removal of obsolescence & commencement of new demand-based programs and facilities due to its self-financed nature.**

**RCE has the treat to retain qualified teachers for a longer time.**

**RCE has limitations in bringing quality among the students because the enrolled students completed their education in the vernacular language.**

### **Institutional Opportunity**

**RCE has an opportunity to promote inter and trans-disciplinary research for the overall development of society.**

**RCE has an opportunity to groom rural youth and make them fit to serve as teachers in schools and colleges in rural areas.**

**RCE has an opportunity to avail higher education to the SC, ST, NT, VJNT, OBC, EWS, and open categories students belonging to the economically weaker section**

**RCE has an opportunity to effective implementation of National Education Policy 2020.**

**RCE has an opportunity to sign MoUs with educational institutions.**

**RCE has an opportunity to introduce e-governance at all levels of its functioning.**

**RCE has an opportunity for meaningful interaction with educational institutions, effective engagement of Alumni for placement of students, and addressing issues of employability**

### **Institutional Challenge**

**RCE has a challenge of diverse student groups, and rural background is a challenge to bridge the gaps.**

**RCE has a challenge of interaction & involvement of qualified teachers for enhancing the quality of curriculum development, research, and student enablement.**

**RCE has a challenge of inadequate resources of funds for the creation of capital assets.**

**RCE has a challenge of retention of qualified due to its self-financed status.**

**RCE challenges students' responses to social and skill development activities.**

**RCE has a challenge of market demand changes and the required skills.**

**RCE lacks exposure to new technology, and facilities can become a hurdle for imparting high-quality education to students.**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

### **Curriculum Planning:**

RCE has affiliated with Swami Ramanand Teerth Marathwada University (SRTMU), and the curriculum design, development, and revision work does by the affiliating university periodically.

RCE meticulously follows the classroom curriculum implementation with an effective delivery system. The curricular Aspects involve determining the learning objectives, course outcomes, and program outcomes, selecting appropriate instructional materials, and deciding on the sequence and pacing of the curriculum.

RCE ensures effective curriculum planning that its goals align with the needs and abilities of the students and carefully involves consideration of the subject matter, instructional methods, and assessment strategies to create a well-rounded curriculum.

### **Academic Flexibility:**

SRTMU provides academic flexibility within the curriculum, which refers to adapting and modifying the curriculum to meet student's diverse needs and interests. The current curriculum of the B. Ed program promotes academic flexibility and allows for individualised learning paths, differentiation of instruction, and the inclusion of various teaching methodologies. It also provides opportunities for students to explore their areas of interest, pursue interdisciplinary studies, and engage in project-based, experiential learning.

### **Curriculum Enrichment:**

RCE enriches the prescribed curriculum and involves add-on courses and value-added courses. It enhances the B. Ed program beyond the core content and essential requirements to provide students with additional learning opportunities that broaden their knowledge, skills, and experiences.

SRTMU has incorporated several topics, such as interdisciplinary projects, offering elective courses, organising field trips, inviting guest speakers, and integrating real-world applications into the curriculum to foster critical thinking, creativity, and a deeper understanding of the subject matter.

### **Feedback System:**

RCE collects feedback from students, teachers, alumni, and employers on the teaching-learning process.

It involves the timely and specific communication of strengths and areas for improvement to students, enabling them to make necessary adjustments to their learning strategies. It encourages student self-reflection, facilitates teacher-student communication, and promotes continuous improvement in learning outcomes.

RCE analyses collected feedback, takes action, and displays the summary reports on its website.

## **Teaching-learning and Evaluation**

**RCE is committed to shaping proficient B. Ed graduates who embrace diversity, employ innovative teaching practices, and uphold the highest teaching standards. By fostering an inclusive and rigorous educational experience, the program contributes significantly to enhancing the teaching profession and, ultimately, the quality of education in the nation.**

**The B.Ed program aims to attract a diverse cohort of students passionate about education. Admissions are based on rigorous criteria laid down by the State Government, ensuring candidates possess a solid educational foundation and a genuine interest in teaching.**

**The B.Ed program equips future educators with strategies to accommodate diverse learning styles, cultural backgrounds, and abilities.**

**The B.Ed program equips students with pedagogical skills, technology integration techniques, and innovative teaching methodologies. Practical teaching experiences, including micro-teaching and internships, enable students to apply theoretical concepts in real-world classroom settings.**

**The B.Ed program prioritizes the development of competencies and skills essential for effective teaching. These include classroom management, lesson planning, assessment strategies, communication skills, and critical thinking. Students engage in hands-on activities to refine these skills, preparing them for the dynamic challenges of modern education.**

**The B.Ed program envisions graduates as reflective practitioners who continuously enhance their teaching practices.**

**B.Ed graduates emerge as knowledgeable, adaptable, and committed educators through subject knowledge and pedagogical training. They are equipped to inspire intellectual curiosity and facilitate holistic student development.**

**The B.Ed program employs a comprehensive evaluation mechanism to assess students' progress. Continuous assessments, assignments, and reflective portfolios gauge academic understanding and practical application. The assessment process ensures alignment with program objectives and encourages self-assessment and improvement.**

**Students demonstrate mastery of essential teaching skills and knowledge during the program's culmination. They showcase their ability to plan, deliver, and assess practical lessons. Graduates exhibit a deep understanding of educational theory, practice, and ethics. Their performance is a testament to the program's success in nurturing capable and dedicated educators.**

## **Infrastructure and Learning Resources**

**RCE places paramount importance on Infrastructure and Learning Resources to create an enriched educational environment conducive to effective teaching and learning.**

**RCE is committed to providing modern, well-equipped physical facilities that foster a comfortable and stimulating learning environment. Classrooms, seminar Hall, Smart Classrooms, and activity spaces are designed to accommodate diverse teaching methodologies. Practical teaching spaces, including laboratories, and model classrooms, enable students to simulate real classroom scenarios, enhancing their pedagogical skills.**

**RCE has provided a comprehensive library with an extensive collection of educational resources. The library houses textbooks, reference materials, research journals, and digital databases relevant to education. It ensures that students and teachers can access up-to-date information to enhance their teaching strategies and research endeavours.**

**RCE prioritises Information and Communication Technology (ICT) infrastructure. Computer labs with modern hardware and software facilitate technology integration in teaching and research. Integrating ICT tools enhances students' proficiency in digital literacy, enabling them to harness technology effectively in their future classrooms.**

**RCE recognises that a well-maintained campus and infrastructure are essential for a conducive learning environment. Regular maintenance, repairs, and upgrades ensure that physical facilities remain safe and functional. This commitment extends to creating a sustainable, eco-friendly campus that contributes to a holistic learning experience.**

**Well-maintained physical facilities enhance the overall learning experience and contribute to student well-being. A robust library and ICT infrastructure empower students and teachers to access various resources, fostering continuous learning and research.**

## **Student Support and Progression**

**RCE strongly emphasizes Student Support and Progression, fostering an environment that nurtures holistic development and ensures students' successful journey from enrolment to becoming proficient educators.**

**RCE commits to providing comprehensive support services catering to students' academic, personal, and emotional needs. Academic advisors and mentors guide students in their course selections and career**



aspirations. Counselling services are available to address any unique challenges that may impact students' learning experiences, ensuring their overall well-being.

Recognizing that education is a journey of continuous growth, RCE focuses on students' academic and professional progression. A structured curriculum, aligned with the latest pedagogical trends, equips students with the skills needed to excel as educators. Regular assessments and feedback mechanisms facilitate ongoing improvement, ensuring students are prepared for the challenges of modern classrooms.

RCE encourages active student engagement in co-curricular and extracurricular activities. Workshops, seminars, and educational events enrich students' learning experiences beyond the classroom. Participation in committees, cultural events, and community service projects nurtures leadership skills, fosters a sense of social responsibility, and enhances students' overall personal development.

Alumni play a crucial role in the RCE's ecosystem, and RCE maintains strong ties with its graduates, creating a network that supports current students' learning and career aspirations. Alumni are invited to share their experiences, insights, and success stories, inspiring the current cohort and providing valuable insights into the realities of the teaching profession.

RCE creates a learning environment beyond graduation by offering tailored support services, fostering academic growth, encouraging participation in diverse activities, and nurturing alumni connections.

## **Governance, Leadership and Management**

RCE underscores the significance of Governance, Leadership, and Management in creating a dynamic and effective educational ecosystem.

RCE is anchored in a well-defined institutional vision that guides its objectives and practices. Effective leadership ensures that this vision is translated into actionable strategies. Renuka College of Education emphasises ethical and transformative leadership that inspires students and faculty to contribute meaningfully to the field of education.

RCE aligns curriculum design, teacher development, and student engagement with the program's overarching goals. The program's strategies encompass pedagogical innovation, research integration, and community engagement, ensuring a holistic and contemporary educational experience.

RCE initiatives include continuous professional development, mentorship programs, and opportunities for scholarly engagement to equip faculty with the skills and knowledge necessary for effective teaching, research, and mentorship.

**RCE ensures effective financial management and resource mobilisation for the sustainability and growth of the B.Ed program and employs prudent fiscal practices, allocating resources strategically to enhance teaching and learning experiences.**

**RCE is committed to maintaining high academic standards through a robust Internal Quality Assurance System and conducts regular assessments, feedback mechanisms, and continuous improvement processes to monitor the program's effectiveness, ensure alignment with objectives, and make necessary enhancements.**

**RCE emphasises Governance, Leadership, and Management within the B.Ed program, yielding transformative outcomes. A clear institutional vision and effective leadership inspire a shared commitment to educational excellence.**

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

**RCE strongly emphasises Institutional Values and Best Practices, fostering a culture of excellence, ethics, and innovation.**

**RCE is guided by core institutional values that shape its ethos and operations. These values encompass integrity, inclusivity, professionalism, and social responsibility.**

**RCE instils these values in its students, equipping them to be proficient educators and responsible citizens who contribute positively to society.**

**RCE embraces a range of best practices that enhance the educational experience for students and teachers. These practices include learner-centred pedagogy, active engagement through flipped classrooms, interdisciplinary collaboration, and a strong emphasis on research-driven teaching. By incorporating evidence-based teaching methodologies, the program ensures that graduates are well-prepared for the complexities of the modern educational landscape.**

**RCE takes pride in its unique institutional distinctiveness. It differentiates itself through innovative curriculum design, personalised student support mechanisms, and a robust mentorship system. The program's commitment to experiential learning, community engagement, and values-based education sets it apart and contributes to the holistic development of its graduates.**

**Students internalise ethical behaviour, diversity appreciation, and social responsibility by adhering to core values. Adopting best practices ensures a dynamic and effective learning environment, equipping graduates with relevant skills and knowledge. The program's distinctiveness further enhances its reputation and attracts students seeking a unique educational experience.**

### **Research and Outreach Activities**

**The B.Ed program strongly emphasizes research and outreach activities, fostering a culture of inquiry, engagement, and collaboration.**

**The B.Ed program recognizes the significance of research in advancing education practices. RCE facilitates resource mobilization to support research endeavours, ensuring access to relevant literature, technology, and facilities to students and teachers with the necessary tools,**

**RCE encourages students and teachers to engage in research leading to publications to promote academic growth and contribute to educational discourse.**

**RCE emphasizes outreach activities, and students and teachers collaborate with local schools, communities, and educational organizations to address societal needs. These activities encompass workshops, seminars, literacy campaigns, and community development projects, fostering a sense of social responsibility among future educators.**

**RCE has established partnerships with university, research institutions, and educational stakeholders to enrich the learning experience. Collaborative activities and cross-institutional exchange programs expose students and teachers to diverse perspectives, enhancing their understanding of educational practices on a broader scale.**

**RCE graduates emerge as educators with a research-oriented mindset, adept at addressing pedagogical challenges and contributing to evidence-based education reforms.**

**RCE's outreach initiatives strengthen the bond between education and society, promoting positive change and community engagement.**

**By nurturing research skills, promoting collaboration, and engaging with the community, RCE empowers the students to be effective classroom teachers and catalysts for educational advancement and social transformation.**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Renuka Education Society, Renuka College of Education, Renapur
Address	AT. POST. SARSWATI COLONY, GANESH NAGAR, RENAPUR TQ. RENAPUR DIST. LATUR
City	TQ RENAPUR DIST LATUR
State	Maharashtra
Pin	413527
Website	<a href="http://www.renukacollege.com">www.renukacollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	KAILAS MOTE	02382-299034	9325229988	-	renuka_education@yahoo.com
IQAC / CIQA coordinator	RANDIVE UMESH SHRIMANT	02382-244777	9021158660	-	kailasmote1978@gmail.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	No

**Establishment Details**

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	03-10-2022	60	

**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	AT. POST. SARSWATI COLONY, GANESH NAGAR, RENAPUR TQ. RENAPUR DIST. LATUR	Rural	4	2322.576

**2.2 ACADEMIC INFORMATION**

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Any Graduate	English, Marathi	110	110

### 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				1				7			
Recruited	0	0	0	0	1	0	0	1	7	0	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	3	4	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

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	1	0	0	0	0	0	1
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

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	98	0	0	0	98
	Female	122	0	0	0	122
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	7	7	5
	Female	4	5	3	4
	Others	0	0	0	0
ST	Male	30	46	42	20
	Female	15	35	20	9
	Others	0	0	0	0
OBC	Male	27	18	10	8
	Female	14	6	5	3
	Others	0	0	0	0
General	Male	24	18	8	3
	Female	15	12	4	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		136	147	99	52

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Renuka Education Society's Renuka College of Education has affiliated with Swami Ramanand Teerth Marathwada University (SRTMU), Nanded, Maharashtra, and the university and Government of
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	Maharashtra have not yet started National Education Policy in the affiliated colleges during the assessment period. Hence, the response from the college for Multidisciplinary and interdisciplinary is nil.
2. Academic bank of credits (ABC):	The college has taken initiatives regarding opening the individual student account for academic bank credit as per the guidelines laid down by the SRTMU. The students enrolled for the academic year 2022-23 have opened their ABC accounts under the guidance and monitoring system of the teachers.
3. Skill development:	The SRTMU has not yet implemented National Education Policy 2020 in its affiliated colleges; hence response to the implementation of Skill development courses is nil.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Understanding India: NEP-aligned Short Term courses on Indian Heritage and Culture: India is a land of rich heritage and culture, and the University Grants Commission (UGC) has proposed introducing courses that showcase this diversity to attract international students. The UGC has issued draft guidelines for higher education institutions to offer short-term modular programs on various aspects of Indian culture, including Vedic mathematics, yoga, Ayurveda, Sanskrit, Indian literature, sculpture, music, dance forms, and more. The Indian Heritage and Culture courses: These programs will be credit-based and multi-tiered, allowing participants to enter and exit at various stages. The course offerings will encompass a wide range of topics, such as Universal Human Values, Vedic Maths, Yoga, Ayurveda, Sanskrit, Indian Languages, various religious sites and monuments located in the Indian subcontinent, Indian Literature, Indian Sculpture, Indian Music and Dance Forms, Drama, Visual Arts, Performing Arts, Crafts and Craftsmanship, Inscriptions, Rituals, Cultural Heritage, and the Indian Knowledge System, among others. The SRTMU has not yet implemented National Education Policy 2020 in its affiliated colleges; hence response to appropriate integration of the Indian Knowledge System (teaching in Indian Language and culture, using online courses) is nil.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) is an old but refined concept of education today. The NEP 2020 emphasizes this concept to be adopted in all sections of Education in India. Everybody should focus on

	this concept to get the fruits of OBE. The SRTMU has not yet implemented National Education Policy 2020 in its affiliated colleges; hence response to Outcome Based Education (OBE) is nil.
6. Distance education/online education:	Bachelor of Education, Learning Program is a professional teaching degree course. With advancements in technology and changes in education patterns, today, a B.Ed. Degree courses can be pursued from the comfort of your home without having to attend college through B.Ed. Distance learning program. This distance education course is a blessing for working professionals and homemakers who want to pursue a career in teaching but cannot attend a regular on-campus course. There are many universities and institutions in India which are offering B.Ed. Distance Education Learning Program as a part of their course offerings. Our Renuka College of Education comes under affiliated institutions; hence, we cannot start Distance Education online.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Introduction: Electoral Literacy Clubs are being set up in the country to promote electoral literacy in all age groups of Indian citizens through engaging and exciting activities and hands-on experience but in an apolitical, neutral, and non-partisan manner. Electoral Literacy Clubs are especially being set up in colleges across India, targeting the new voters (18-21 years old) pursuing their graduation. The club will have all students from all semesters as its members. The college has established an Electoral Literacy Club (ELC) to engage students through exciting activities and hands-on experience to sensitize them to their electoral rights. It familiarises them with the electoral process through the ELC Election Commission of India and aims to strengthen the electoral participation culture among young and future voters. The club's primary objective is to sensitize the student community about the democratic programs to create awareness. The college conducts mock polling activities to give the experience-based learning of the democratic setup to the students. It is a continuous process carried out with the help of the
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	election section of the government of Maharashtra.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The college assigns duties to two teachers as the Nodal Officer and Mentor for the ELC. Teachers with experience in election duty may prefer this work. Their job content will focus on the following:</p> <p>I. Promoting and supervising Club enrolment. II. Supervising the election and formation of the Executive Committee of ELC. III. Coordinating between the District Election Officer and the ELC to exchange resources, information, etc. IV. The elected representatives shall constitute the Executive Committee of the ELC. V. The elected representatives will elect one of the representatives as its Chairman and another as Vice Chairman. VI. The Executive Committee, under the guidance, consultation, and supervision of the Nodal Officer, will be responsible for organizing the activities of the ELC. VII. The elected body shall endeavour to generate a culture of electoral participation amongst the ELC members and will have the following role: i. Organizing the Club enrolment. ii. Planning activities for the ELC and developing the calendar of activities for the year. iii. Framing further guidelines for the smooth conduct of ELC activities</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<p>Executive Committee is at liberty to pick and modify the activities or even create new ones as long as they stay on the lines of voter education. Of these activities are: the National Voters' Day Celebration on 25 January every year, which is significant in encouraging young voters to participate in the electoral process. ELC members hold a particular assembly function within the college to which all students and teachers will be invited. The students will decorate the venue with posters and other artwork emphasizing the value of voting. The District Election Officer or representatives from their office may be invited to this event. ELC members will act as anchors to this event. They will plan out a cultural program around the event, including stage play, group singing/band performance, dance performance and speech elocution, etc., by students. This unique function should also observe the distribution of merchandise like badges, t-shirts, bookmarks, etc., to the students. Works of ELC members and other students for electoral literacy shall be recognized in the NVD function. Also, Matdata Mahotsav participants may be invited and awarded prizes at the</p>

	function.
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.	<p>Young Voter's Festival or Yuva Matdata Mahotsav will be a 1-2 day festive event organized by the ELC members in the odd semester. The students can open this event to all city colleges or manage it exclusively for their college students. The Festival will bring together members of all college societies to organize various events. A few event suggestions include graffiti, posters, and woodcuts/ lithography contests. A quiz on the election and electoral process can be conducted among the students by the ELC in association with the college Quiz society. Voters Pledge: A mandatory activity will be the assembly of all young event attendees and taking of the Voters Pledge by the same. The pledge can also be publicized on Social Media Platforms by the ELC members. Debates and discussions are an excellent way for the conversation to get going amongst the youth. ELC members, through Ballot Bistros, would have already garnered enough knowledge on the electoral process and subjects related to voter awareness. They will thus take the conversation further by organizing an inter-college competition.</p>
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>The college conducts projects/initiatives on electoral-related issues, especially research projects, surveys, and awareness drives. It creates content and publications highlighting their contribution to advancing democratic values and participation in electoral processes such as 1 Election of new ELC Executive Council, 2 Ballot Bistro, 3 Fresher's Debate, 4 Rap Battle, 5 Poetry Slam, 6 Mime Act, 7 Ballot Bistro, 8 Influencer Invite, 9 Photography Contest, 10 Art Contest, 11 Motivators Invite, 12 Wall Magazine &amp; Featured Story in College Magazine Celebration of National Voters' Day, 13 Motivators Invite, 14 Film Screening, 15 Registration Drive for 18+ students, and 16. Wall Magazine &amp; Featured Story in College Magazine</p>

## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
161	135	148	99	52
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	85	60	32	15
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	85	60	32	15
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	50	88	67	37
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	10	8	7

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

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

## 3 Institution

### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16.5	6.8	6.9	10.2	8.5

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

### 3.2

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

Response: 35

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



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Response:

RCE has affiliated with Swami Ramanand Teerth Marathwada University and follows the curriculum prescribed by the university. The affiliating university has a regular in-house practice of planning, reviewing, revising curriculum, and adapting it to local context and situation through the Board of Studies. The Board of Studies ensures the proposed curriculum must be relevant to the needs of the students and the community and is up-to-date with the latest research and best practices.

RCE focuses on the regular in-house practice of planning, reviewing, revising, and adapting curriculum to the local context and situation within the college and assesses the college's commitment to ensuring that the prescribed curriculum remains relevant and responsive to the needs of the students and the community.

RCE sustains quality teaching in a continuing, effective, and explicit way that motivates the head of departments to combine top-down with bottom-up approaches to ensure adequate time, funding, and facilities for planning and implementing quality teaching initiatives and engaging the community

RCE demonstrates it as follows to meet its requirement.

1. Establishment of the process: RCE has constituted a committee of teachers, students, administrators, alumni, employers, and other stakeholders. The committee collects feedback on the prescribed curriculum from the students, teachers, alumni, and employers. After the collection of feedback process committee makes the analysis report on the received feedback, the suggestions received from the stakeholders can implement immediately, and the recommendations related to the Board of Studies can be referred to the University for Further Process.

2. Regular Cycle: RCE continuously monitors curriculum delivery and planning throughout the academic year through the committee and observes the students' difficulties in the prescribed curriculum's teaching-learning process.

3. Documentation: RCE maintains documentation of curriculum planning, review, and revision process through the structured questionnaire, Individual teacher's micro-teaching plan, Alumni meets, and interaction with the employers and community representatives. RCE considers the input and feedback of their stakeholders in shaping the curriculum to align with local needs.

4. Local Context Consideration: RCE focuses on its commitment to considering the local context and situation when planning the curriculum and considers regional, cultural, social, economic, and educational factors that impact the educational needs of the students and the community.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>

### 1.1.2

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

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

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

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

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

### 1.1.3

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

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

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

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 84.62

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 6.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	5	5

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

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 74.79**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
120	80	120	75	50

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

**1.2.4**

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

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

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

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 0

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

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

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

### 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:**

Response:

The university developed, designed, and revised the curriculum of the B. Ed program frequently to provide students with opportunities to acquire and demonstrate knowledge, skills, values, and attitudes across various learning areas. The curriculum outlines each subject's learning objectives, content, learning area, and methods and assessments to evaluate student progress and achievement.

Here are some critical aspects of a comprehensive curriculum:

1. Learning Areas: B. Ed curriculum for two years and four semesters typically includes a range of learning areas and subjects, such as mathematics, science, language, social studies, physical education, Knowledge and Curriculum, school Management and Administration, Contemporary India and Education, learning and teaching, Environmental Edu and Disaster Management, reading and reflatng on text, Yoga and Health Education, Micro teaching (Five Skills + Observations), integrated teaching lessons, teaching aids preparation, Gender, School and Society, Pedagogy School Subjects, Lesson Observation (10 for each method), Internship (4weeks)lcredit/week, Assessment for Learning, Guidance and Counselling, Psychological Experiments, Educational Technology and ICT, Value Education, Pedagogy School Subjects, and Enhancing Professional Capacities. These learning areas cover different disciplines and provide a well-rounded education.

2. Knowledge Acquisition: B. Ed program curriculum aims to help students gain knowledge in specific subject areas through theory and practical work. It includes the content and concepts that students need to learn, such as facts, ideas, historical events, scientific principles, literary works, technology, and cultural aspects

3. Skills Development: B. Ed program includes, in addition to knowledge, the curriculum focuses on developing a wide range of skills. These skills include critical thinking, problem-solving, communication, collaboration, information, creativity, and digital literacy. The university often incorporates curriculum activities and projects that allow students to practice and apply these skills

4. Values and Attitudes: B. Ed program curriculum emphasizes the development of values, attitudes, and ethical considerations among the students. It fosters empathy, respect, responsibility, integrity, cultural understanding, environmental awareness, and student civic engagement. The students become

responsible and ethical members of society by teaching these values and attitudes.

5. Assessment: B. Ed program curriculum includes methods to continuously assess students' learning and progress throughout the semester, involving various assessment forms, such as tests, quizzes, projects, presentations, portfolios, and performance evaluations. Reviews help determine whether students have achieved the desired learning outcomes and provide feedback for further improvement

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

### 1.3.2

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

#### Response:

Response:

RCE conducts an induction program every year. In the induction program, the principal, head of the department, and in-charge teachers guide the students about the ambience of the college and schooling system in India.

The school system in India is highly diverse, reflecting the country's vast cultural and linguistic landscape. There are several different Boards of School Education (BSEs) in India, each with its curriculum, textbooks, and assessment standards.

The college familiarizes students with the diversities in the school system in India with the following points.

1. Development of school system: The school system in India has evolved over the centuries, with different regions developing their unique educational traditions. After independence, the Indian government tried to reform the school system and make it more inclusive. However, the variety of the Indian school system remains challenging, and there is still a need for more excellent uniformity in curriculum and assessment standards.

2. Functioning of various BSEs: India has several different BSEs, each with its jurisdiction. The essential BSEs are the Central Board of Secondary Education (CBSE), the State Boards of Education, and the National Institute of Open Schooling (NIOS). The CBSE is a national board that sets school curriculum and assessment standards nationwide. The State Boards of Education are responsible for developing curriculum and assessment standards for schools within their respective states. The NIOS is a distance learning board that offers a variety of educational programs to students across the country.

3. Functional differences among them: The BSEs differ in several ways, including their curriculum, textbooks, and assessment standards. The CBSE curriculum is more national in scope, while the State

Boards of Education tend to focus on the local culture and history. The CBSE textbooks are also more standardized, while the State Boards of Education tend to use a variety of books from different publishers. The assessment standards of the BSEs also vary, with the CBSE having more rigorous standards than some of the State Boards of Education.

4. Students in India are familiarized with the school system's diversity in multiple ways. These include:

- **Curriculum:** The curriculum in Indian schools often includes units on the history and culture of different regions of India. It helps students to understand the diversity of the Indian school system.
- **Textbooks:** Textbooks in Indian schools often include articles and stories about different cultures and traditions. This helps students to appreciate the diversity of the Indian school system.
- **Assessment:** The assessment system in Indian schools often includes questions about the diversity of the Indian school system. It helps students understand the different BSEs and assessment methods used in India.
- **Teachers:** Teachers in Indian schools often discuss the diversity of the Indian school system with their students. It helps students understand the different educational traditions in India and the challenges the Indian school system faces.

File Description	Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### 1.3.3

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

#### **Response:**

Response:

The RCE has implemented several efforts to enable students to develop a deep understanding of the interconnectedness of various learning engagements and prepare them for the professional field to foster holistic learning experiences, interdisciplinary approaches, and practical skill development.

RCE takes several initiatives for the achievement of the goals, which are as follows:

1. **Integrated Curriculum:** RCE adopts a curriculum the affiliating university prescribes that connects different disciplines and subjects, and rather than studying subjects in isolation, students are encouraged to explore the relationships between them to acquire knowledge and skills from various fields to real-world problems.



2. Project-Based Learning: RCE promotes project-based learning as a central pedagogical approach and engages the students in hands-on projects requiring them to tackle complex problems by applying knowledge from various disciplines. The process encourages critical thinking, collaboration, and synthesizing different perspectives.

3. Cross-Disciplinary Collaboration: RCE emphasizes collaboration among students from different disciplines. Internships, projects, workshops, and seminars unite students with diverse backgrounds to work collectively on multidimensional challenges, appreciate the interconnectedness of other domains, and develop skills for effective teamwork.

4. Experiential Learning Opportunities: RCE provides ample opportunities for experiential learning, such as internships and fieldwork, to expose students to real-world contexts and professional environments. Through apprenticeships, students can apply their classroom knowledge in practical settings, gaining valuable insights into the interconnectedness of theory, practice, and internship for 14 weeks.

5. Professional Development Programs: RCE offers comprehensive professional development programs to prepare students for the demands of the educational field. These programs include workshops on communication skills, leadership development, project management, and ethical decision-making. By integrating these programs into the curriculum, students acquire subject-specific knowledge and the essential skills and attitudes needed for successful professional careers.

6. Reflection and Self-Assessment: RCE encourages students to reflect regularly and self-assess. Through activities like journals, portfolios, teaching, and presentations, students critically evaluate their learning experiences, identifying connections and gaps in their knowledge to understand the interconnectedness of their learning engagements and foster a sense of lifelong learning.

By implementing these initiatives, RCE aims to develop students who deeply understand the interconnectedness of various learning engagements and equip them with the necessary interdisciplinary skills, problem-solving abilities, and a mindset that embraces complexity.

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

**1.4.2**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 70.4

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

#### 2.1.2

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

**Response:** 100.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	39	62	57	32

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

**2.1.3****Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 1.99**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	0	0	0

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

**2.2 Honoring Student Diversity****2.2.1**

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

**Response:**

Response:

The government of Maharashtra and Pravesh Niyantran Samiti, Mumbai, conducts Common Entrance Test (CET) for admission to the B. Ed program every year. The CET authority checks the students'

knowledge and readiness and evaluates their knowledge and understanding of foundational concepts related to the field and students' enthusiasm for the studies.

The eligible students get admission to the B. Ed program on merit based on marks obtained in the common entrance test ( CET).

The college adopts an entry-level assessment system for the newly enrolled students to identify their learning needs and readiness to acquire a professional degree through the available facilities.

RCE admission committee orally assesses students' knowledge, communication skills, and interest in the subjects at the time of admission and advises them to choose a particular combination of the methods.

RCE assesses the student's needs in terms of knowledge, skills, and other requirements through the following methods before the commencement of the program.

Here is an overview of the assessment process and the academic support provided to students.

#### Assessment Process:

**Application and Documentation:** The students seeking entry into a B. Ed program apply and provide the necessary documentation, such as Leaving Certificate, CET mark sheet, Cast certificate, and migration certificate.

**Aptitude Tests:** RCE conducts aptitude tests to gauge students' aptitude and potential and assess skills in areas relevant to the field of study, such as critical thinking, problem-solving, and analytical abilities.

**Interviews:** RCE conducts personal interviews to provide an opportunity to assess students' communication skills, motivation, and commitment to the profession.

#### Academic Support:

**Orientation Programs:** RCE provides orientation programs to the students to familiarize them with the curriculum, academic policies, and resources available and help students understand the expectations and requirements of the professional education program.

**Individualized Learning Plans:** RCE addresses students' diverse learning needs with individualized learning plans, considers students' strengths, weaknesses, and goals, and outlines strategies to support their academic progress.

**Academic Advising:** RCE guides course selection, program requirements, and career pathways in teaching students throughout their educational journey.

**Study Skills Workshops:** RCE focuses on workshops and seminars on study skills, time management, note-taking, and examination preparation regularly and equips students with effective learning strategies to enhance their academic performance and develop essential study habits.

**Feedback and Evaluation:** RCE has established regular feedback and evaluation mechanism to assess students' progress and identify areas that require improvement.

By identifying individual learning needs and providing appropriate support, RCE promotes student success and fosters a conducive learning environment.

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

### 2.2.2

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

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

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

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

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

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:** 20.13**2.2.4.1 Number of mentors in the Institution**

Response: 8

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

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:**

Response:

RCE adopts different learning modes to accommodate the student's diverse needs and enhance their learning experience.

The multiple modes of learning used by RCE are as follows:

1. Lectures: RCE uses the talk and chalk method and involves an instructor delivering information to a large group of students. The Lecture method provides a structured approach to disseminating foundational knowledge, theories, and concepts.
2. Discussions and Debates: RCE introduces discussions and debates mode and encourages active student participation, critical thinking, and communication skills to analyze different perspectives, engage in problem-solving, and develop their ability to articulate their ideas effectively.
3. Laboratory and Practical Sessions: RCE provides Laboratories to the science, computer science, and psychology subjects to gain hands-on experience and allow students to apply theoretical knowledge

practically. The main objective behind laboratory and practical sessions is to develop students' practical skills, experimental techniques, and problem-solving abilities.

4. Field Trips and Experiential Learning: RCE conducts field trips and offers the students the opportunity to learn outside the traditional classroom environment. Field trips can be valuable for geography, environmental sciences, pure science, and social sciences courses. Experiential learning encourages students to engage with real-world situations and collect required data actively. It enhances their understanding of practical applications and fosters a connection between theory and practice.

5. Online Learning and E-Learning Platforms: RCE has provided ICT-enabled tools for conducting online learning processes, providing flexibility, accessibility, and the opportunity for self-paced learning. During the Covid-19, Online learning platforms offer interactive modules, multimedia resources, and virtual discussions, enhancing student engagement and promoting independent education.

6. Collaborative Learning: RCE involves collaborative learning, students working in groups to complete tasks, and internship. It promotes peer-to-peer interaction, knowledge sharing, and the development of teamwork skills, emphasizes communication, problem-solving, and fosters a sense of community.

By combining these modes, teachers can create a dynamic and comprehensive learning environment that accommodates different learning preferences, fosters critical thinking, and promotes the acquisition of practical skills.

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

### 2.3.2

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

**Response: 0**

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

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



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

**2.3.3**

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

**Response:** 0

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

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

**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:** E. None of the above

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

**2.3.5**

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

**Response:**

Response:

RCE's mentoring efforts support the development of professional attributes for students and teachers.

RCE works in teams, dealing with student diversity, conducting with colleagues and authorities, balancing home and work stress, and staying updated with recent developments in education and life.

#### 1. Working in Teams:

RCE's efforts in mentoring regarding teamwork focus on promoting effective collaboration, communication, capacity development, and conflict resolution soft skills. Each mentor guides on building cohesive teams, fostering a positive work environment, and encouraging mutual respect and trust among the students. RCE facilitates team-building activities, offers feedback on team dynamics, and assists in resolving conflicts to ensure productive and harmonious teamwork continuously.

2. Dealing with Student Diversity: RCE's mentoring efforts, related to student diversity, aim to create an inclusive and equitable learning environment and provide strategies and resources to help teachers understand and address the diverse needs, backgrounds, and learning styles of students. RCE's teachers offer guidance on adapting teaching methods, implementing differentiated instruction, and promoting cultural sensitivity to ensure all students feel valued and supported.

3. Conduct with Colleagues and Authorities: RCE's good rapport in mentoring efforts revolves around fostering professional conduct, interpersonal skills, and effective student communication. RCE guides the teachers on professional ethics, respectful interactions, and collaboration with colleagues. RCE assists them in developing solid relationships with superiors and authorities, offering advice on navigating hierarchies, and providing support during challenging situations.

4. Balancing Home and Work Stress: RCE's mentoring efforts concerning work-life balance address the well-being and resilience of teachers and provide guidance on time management, setting priorities, and maintaining boundaries between personal and professional life. RCE encourages the teachers to self-care practices and stress management techniques and offers support in coping with work-related pressures and discussions on the work-life balance among colleagues, creating a supportive network within the institution.

5. Keeping Oneself Abreast with Recent Developments: RCE's mentoring efforts related to staying updated with recent developments in education and life involve supporting continuous professional development. RCE guides teachers in accessing relevant resources, attending conferences and workshops, and engaging in research and publication opportunities. RCE encourages teachers to participate in communities of practice, share best practices, and explore innovative teaching methodologies.

RCE's mentoring efforts address various aspects of personal and professional development. By guiding in working in teams, dealing with student diversity, conducting with colleagues and authorities, balancing home and work stress, and keeping up-to-date with recent developments, mentors play a vital role in enhancing the overall well-being and success of individuals within the institution.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

**2.3.6**

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

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

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

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

**2.3.7**

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

**Response:**

Response:

RCE's teaching-learning process is vital in nurturing various essential skills and qualities among students, including creativity, innovativeness, intellectual and thinking skills, empathy, and life skills.

RCE fosters these qualities among the students within the teaching-learning environment.

1. Creativity and Innovativeness: RCE's teaching-learning process encourages students to think critically, explore different perspectives, and generate unique ideas. Teachers provide students with creative expression opportunities through art, writing, problem-solving, and project-based learning. They encourage students to challenge traditional norms, experiment with new approaches, and embrace innovative thinking in their assignments and projects.

2. Intellectual and Thinking Skills: RCE has designed a teaching-learning process to develop students' intellectual and thinking skills, such as analysis, synthesis, evaluation, and logical reasoning. Teachers facilitate discussions, ask thought-provoking questions, assign tasks requiring higher-order consideration, and guide students in conducting project work, gathering evidence, and developing coherent arguments.

3. Empathy: RCE teaching-learning process promotes empathy by encouraging students to understand and appreciate diverse perspectives, cultures, and experiences. Teachers create a respectful and inclusive classroom environment where students can freely share their thoughts and opinions.

4. Life Skills: The RCE teaching-learning process integrates life skills development, essential for personal and professional success. Teachers incorporate activities that enhance communication skills, problem-solving abilities, teamwork, time management, and decision-making.

#### Case 1: Mentoring for Student Diversity

RCE teachers actively support students with varying backgrounds and learning needs in an inclusive and diverse classroom. They incorporate mentoring strategies to ensure all students feel valued and supported, positively impacting their academic and personal development.

Documentary Evidence: RCE teachers keep records of student progress, including their engagement levels, grades, and feedback received, and they maintain a register to reflect on their mentoring efforts and the outcomes observed.

#### RCE teachers' Approach:

Personalized Attention: RCE teachers schedule individual meetings with each student to discuss their goals, challenges, and interests, and they use gathered information to tailor their teaching methods, provide targeted support, and offer additional resources.

#### Case 2: Mentoring for Work-Life Balance

RCE teachers recognize the importance of work-life balance for their students and implement mentoring efforts to help them manage stress and maintain a healthy lifestyle. By prioritizing their well-being, RCE teachers positively impact students' academic performance and well-being.

Documentary Evidence: RCE teachers conduct surveys to gauge students' stress levels, track their academic progress, and gather feedback on their mentoring efforts' impact. RCE teachers keep a log of implemented strategies and their outcomes.

#### RCE teachers' Approach:

Open Communication: RCE teachers create a supportive and non-judgmental environment where students feel comfortable discussing their concerns related to work-life balance. They actively listen to their challenges and guide managing time, setting priorities, and creating healthy boundaries.

Stress Management Techniques: RCE teachers incorporate stress management techniques, such as mindfulness exercises, breathing techniques, and relaxation strategies, into their teaching. RCE teachers educate students on self-care's importance and provide resources or referrals to support services if

needed.

## 2.4 Competency and Skill Development

### 2.4.1

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

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

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

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

### 2.4.2

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

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

**9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** D. Any 2 or 3 of the above

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

**2.4.3**

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

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

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

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

**2.4.4**

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

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

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

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

**2.4.5**

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

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

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

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

#### 2.4.6

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

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

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

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

#### 2.4.7

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

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

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

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

#### 2.4.8

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

#### **Response:**

Response:

The B. Ed program comprises micro-teaching and internship activities that each enrolled student must perform at the school level. RCE ensures that the internship program is systematically planned and well-prepared to provide students with a meaningful and enriching experience.

RCE takes initial efforts, which are as follows.

Program Design: National Council for Teacher Education has designed and developed a curriculum for the B. Ed program, and the affiliating university has implemented it in its affiliated colleges. RCE has an affiliated institute and meticulously follows the guidelines laid down by the university to implement the prescribed curriculum.

NCTE carefully designs the internship program, considering the learning objectives, desired outcomes, and alignment with the curriculum to provide students with practical exposure to real-world settings, enabling them to apply theoretical knowledge professionally.

RCE establishes collaborative partnerships with the secondary and higher secondary schools in the RCE vicinity to provide internship opportunities for the students. These partnerships are built on mutual understanding, shared goals, and the commitment to provide valuable learning experiences for students.

RCE conducts a comprehensive orientation session for students before they begin their internships. This session covers program expectations, roles and responsibilities, professional conduct, and safety guidelines. It also provides students with information about the organization they will be interning with, including its mission, values, and work culture.

RCE ensures that students have dedicated mentors at the internship site who guide and support them throughout their placement. These mentors provide regular feedback, facilitate learning opportunities, and address any challenges or concerns during the internship.

RCE defines clear learning outcomes for the internship program, outlining the specific knowledge, skills, and competencies students are expected to gain during their internships. These outcomes guide students and mentors, ensuring the internship experience is purposeful and aligned with the institution's educational goals.

RCE establishes an assessment and evaluation framework to measure students' performance during the internship and includes criteria such as task completion, professionalism, critical thinking, problem-solving, and communication skills. The assessment methods are transparent and fair and provide constructive feedback to help students identify areas for improvement and further development.

RCE encourages students to reflect on their internship experiences and engage in debriefing sessions.



These sessions allow students to share their insights, challenges faced, and lessons learned during the internship. Through reflection and discussion, students gain a deeper understanding of their growth and development and the relevance of their internship experience to their future career aspirations.

RCE provides ongoing support to students throughout the internship period, including regular check-ins, counselling services, and resources to help students navigate any difficulties.

By considering program design, collaborative partnerships, pre-internship orientation, mentorship, clear learning outcomes, assessment and evaluation, reflection and debriefing, and continuous support, RCE ensures that students have a well-structured and meaningful internship experience.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 12.75

##### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.10

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

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

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

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

<b>File Description</b>	<b>Document</b>
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.11**

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

**Response:**

**Response:**

**RCE pays effective monitoring mechanisms during the internship program to ensure the optimal impact of teacher education in schools. These mechanisms involve the collaborative efforts of teacher educators, school principals, school teachers, and others.**

**1. Renuka College of Education (RCE): RCE guides and supports the pre-service teachers (students) during their internships to ensure optimal impact. , they adopt the following monitoring mechanisms:**

**a. Pre-placement Training: Before the internship begins, RCE provides comprehensive training to the pre-service teachers, equipping them with pedagogical knowledge, classroom management skills, and an understanding of the curriculum.**

**b. Setting Clear Objectives: RCE works with the interns to set clear objectives and learning goals for their internship period. These objectives serve as a roadmap for the interns to focus on specific areas of professional development.**

**c. Regular Classroom Observations: RCE visits the intern's classrooms regularly to observe their teaching practices. These observations help identify strengths and areas of improvement and provide constructive feedback.**

**d. Feedback and Reflection Sessions: RCE engages in feedback and reflection sessions with the interns after classroom observations. These discussions encourage self-assessment, professional growth, and refining teaching strategies.**

**2. School Principal:** The school principal plays a crucial role in the success of the internship program by providing leadership and support to both the interns and RCE. The monitoring mechanisms adopted by the school principal include:

**a. Orientation and Support:** The principal conducts orientation sessions for school staff to familiarize them with the internship program's objectives and guidelines.

**b. Allocating Mentor Teachers:** The principal appoints experienced and dedicated mentor teachers to guide and assist the interns throughout their teaching practice.

**c. Regular Progress Meetings:** The principal holds regular meetings with RCE, mentor teachers, and interns to assess progress, address challenges, and ensure the interns' integration into the school community.

**3. School Teachers (Mentor Teachers):** Experienced school teachers serve as mentors to the interns and contribute significantly to their professional development. The monitoring mechanisms employed by mentor teachers include:

**a. Guidance and Support:** Mentor teachers provide one-on-one guidance and support to the interns, assisting them in planning lessons, classroom management, and adapting to the school's culture.

**b. Model Teaching:** Mentor teachers demonstrate effective teaching practices for interns to observe and learn from.

**c. Co-Planning and Co-Teaching:** Mentor teachers engage in co-planning and co-teaching with the interns, allowing them to gain practical experience and build confidence in the classroom.

**4. Peers:** Peers, including fellow interns and other teachers in the school, also play a role in monitoring the impact of the internship programme:

**a. Collaborative Learning:** Interns collaborate with their peers, sharing experiences, ideas, and best practices. This fosters a supportive learning community within the school.

**b. Peer Observations:** Interns may conduct peer observations to learn from each other and provide constructive feedback to help their peers grow professionally.

#### **2.4.12**

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

**1. Self**

**2. Peers (fellow interns)**

**3. Teachers / School\* Teachers**

**4. Principal / School\* Principal**

**5.B.Ed Students / School\* Students**

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

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

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

**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:** E. None of the above

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

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

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

**Response:** 84

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

**2.5.2**

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

**Response:** 11.9**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 1

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

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 6.75**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 54

File Description	Document
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

Response:

RCE's teachers understand the importance of staying updated professionally to provide the best possible education to the students. Teachers engage in various activities within RCE and collaborate with other educational institutions to keep abreast of current educational developments and issues.

In-house discussions on current educational developments and issues: One effective way for teachers to keep themselves updated is through in-house talks on recent academic developments and issues. It can take the form of regular meetings and workshops organized within the school. These discussions provide a platform for teachers to share their experiences, exchange ideas, and discuss emerging trends in education. Through these interactions, teachers gain valuable insights into innovative teaching methods, new technologies, and pedagogical approaches that can enhance their instructional practices. In-house discussions also foster a collaborative environment where teachers can learn from one another and collectively address challenges they face in the classroom.

RCE teachers actively share information with their colleagues within and with other institutions. Informal conversations during breaks or scheduled meetings allow teachers to share their knowledge and experiences. These exchanges help to disseminate information about policies, regulations, and best practices in education. For example, a teacher who has attended a professional development workshop or training session can share the key takeaways with their colleagues, ensuring that the entire team benefits from the newly acquired knowledge. Sharing information strengthens professional networks and encourages continuous learning within the teaching community.

Share information with colleagues and other institutions on policies and regulations: Besides sharing information within RCE, teachers collaborate with other institutions to share information on policies and regulations. It achieves through professional networks, conferences, and workshops. Teachers often attend meetings and seminars organized by educational associations or government bodies, where they can interact with educators from different schools and regions. Educators can broaden their perspectives and adapt effective classroom strategies by establishing connections and exchanging information with teachers from diverse backgrounds.

In conclusion, RCE teachers recognize the importance of continuous professional development and staying updated on current educational products and issues. Teachers actively seek opportunities to enhance their knowledge and improve instructional practices through in-house discussions, sharing information with colleagues, and collaborating with other institutions. By engaging in these efforts, educators contribute to a culture of lifelong learning and ensure that they provide their students with the best possible education.

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

Response:

Continuous Internal Evaluation (CIE) is an assessment methodology laid down by affiliating university (SRTMU) to gauge students' learning progress throughout an academic year. RCE meticulously implements CIE as per the university norms. CIE integrates evaluations, assignments, and activities into the learning process, providing a comprehensive and continuous assessment framework. It aims to provide timely feedback to students, promote active learning, and enhance overall educational outcomes.

The significant components of Continuous Internal Evaluation typically include the following:

Assignments and Projects: CIE emphasizes the importance of regular studies and projects to assess students' understanding of the subject matter. These assignments include individual and group-based, promoting collaborative learning and problem-solving skills. The topics and scope of the tasks align with the courses and program learning objectives and assign throughout the term to ensure continuous engagement.

**Tests and Oral:** Regular tests and Orals are conducted at predetermined intervals to assess students' knowledge retention and comprehension of the course material. These assessments include in the form of multiple-choice questions and short answers. The frequency of tests and orals may vary depending on the duration of the course, with shorter periods having more frequent assessments.

**Class Participation:** In RCE, active class participation is a vital component of CIE. The students are encouraged to discuss, ask questions, and contribute to class activities. The quality and quantity of their participation are assessed, promoting critical thinking, communication skills, and overall engagement with the subject matter.

**Presentations:** CIE often incorporates student presentations to evaluate their ability to convey information, conduct research, and express their thoughts effectively. These individual and group-based presentations allow students to develop their public speaking and presentation skills while showcasing their understanding of the topic.

**Practical Assessments:** In Science discipline involves practical applications, such as laboratory work and design projects. These assessments evaluate students' hands-on skills, problem-solving abilities, and ability to apply theoretical knowledge in functional scenarios.

**Continuous Feedback:** One of the critical features of CIE is the provision of constant feedback to students, which helps students understand their progress, identify areas that need further attention, and make necessary adjustments to enhance their learning outcomes.

**Portfolio Assessment:** RCE incorporates portfolio assessment as part of CIE. Students compile a collection of their work, including assignments, projects, and presentations, and demonstrate their learning progress over time.

Overall, CIE promotes a holistic evaluation of students' knowledge, skills, and abilities, preparing them for the challenges of the natural world beyond the classroom.

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

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

Response:

Swami Ramanand Teerth Marathwad University, Nandade, where RCE is affiliated, has developed mechanisms and procedures for grievance redressal related to the examinations. RCE meticulously follows these guidelines and resolves the students' grievances regarding internal and external examinations.

Examinations Grievances involve addressing and resolving student complaints, concerns, and disputes regarding the examination process. It is essential to have a well-defined mechanism in place to ensure fairness, transparency, and accountability in addressing these grievances.

Grievance Redressal Committee: RCE establishes a Grievance Redressal Committee responsible for handling examination-related grievances, and GRC consists of teachers, administrators, and representatives from students to ensure impartiality.

Grievance Submission: The students who wish to raise a grievance regarding the examination process must follow a prescribed procedure. The students submit their written complaint to the Grievance Redressal Committee, providing details such as their name, contact information, specific grievance, and supporting evidence.

Acknowledgement and Registration: Upon receiving the grievance, the Grievance Redressal Committee acknowledges the receipt of the complaint and assigns a unique registration number to track its progress.

Investigation and Verification: The Grievance Redressal Committee initiates an investigation to verify the facts and gather relevant information related to the grievance. It involves reviewing records and seeking additional evidence. The GRC ensures confidentiality and impartiality during the investigation process.

Review and Decision-making: The Grievance Redressal Committee reviews the case in detail after gathering all the necessary information. They analyse the merits of the grievance, considering relevant policies, rules, and procedures.



**Decision Communication:** Once a decision is reached, the Grievance Redressal Committee promptly communicates the outcome to the complainant.

**Final Decision and Closure:** The Principal reviews the complaints and the records collected by GRC and arrives at a final decision, and his decision is communicated to the complainant, marking the closure of the grievance redressal process. RCE ensures that the decision and its implementation adhere to fairness, equity, and transparency principles.

**Documentation and Record-keeping:** Throughout the entire process, all relevant documents, including the complaint, investigation reports, decisions, and appeals, are meticulously recorded and maintained.

#### 2.6.4

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

##### **Response:**

Response:

RCE has affiliated with the SRTMU, Nanded, and follows the entire guidelines of the university regarding the conduct of Internal Evaluation for maintaining the smooth functioning of the examinations. RCE ensures that the assessment processes are conducted efficiently, deadlines are met, and students receive timely feedback on their academic performance.

RCE involves critical steps and considerations to effectively implement and adhere to the academic calendar.

**Planning and Scheduling:** At the beginning of the academic year, RCE Prepares an academic calendar in tune with the SRTMU's academic calendar, which includes important dates and deadlines for internal evaluations, holidays, breaks, and other institutional events to avoid conflicts and ensure a fair and balanced schedule.

**Curriculum Mapping:** Once the academic calendar is established, teachers must map the internal evaluation components to the course curriculum. They identify appropriate assessment methods, such as assignments, quizzes, projects, presentations, and examinations, which align with each course's learning outcomes and content. It ensures that comprehensive evaluations measure students' understanding and progress.

**Clear Guidelines and Rubrics:** These include assessment criteria, grading scales, submission formats, and specific instructions and requirements. Rubrics help standardize the evaluation process and enable objective grading, reducing ambiguity and subjectivity.

**Timely Communication:** Regular communication with students is essential to ensure they are aware of upcoming evaluation deadlines, expectations, and any changes to the academic calendar. RCE disseminates information through multiple channels, such as emails, learning management systems, notice boards, or class announcements.

**Assessment Administration:** The academic calendars allocate specific timeframes for each internal evaluation, and teachers design assessments to allow students sufficient time to complete them without unnecessary overlaps. RCE monitors evaluations' progress, addresses any issues and discrepancies, and makes necessary adjustments.

**Timely Feedback and Grading:** Providing timely feedback and grading is crucial for student learning and improvement once the assessments are completed. RCE teachers adhere to the deadlines set in the academic calendar to ensure students receive feedback within a reasonable timeframe.

**Record Keeping:** Maintaining accurate records of internal evaluations is essential for administrative purposes and to track students' progress. RCE establishes a reliable system to store and manage assessment data securely. It includes maintaining records of grades, feedback, and any relevant documentation related to the evaluations.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

#### **Response:**

Response:

RCE adopts the curriculum prescribed, developed, designed and revised by the SRTMU, ensuring alignment between the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process to provide effective and meaningful education to its students.

While preparing course alignment, SRTMU ensures that the introduced curriculum meets the intended goals and that the teaching and assessment methods are appropriately tailored to support attaining these outcomes. Here is a description of the typical ways in which institutions ensure this alignment:

**Curriculum Design:** RCE starts by implementing a curriculum aligned with the stated PLOs. The curriculum development process involves mapping the PLOs to the specific courses and modules, ensuring that each PLO is addressed through the relevant content and learning experiences provided in the curriculum.

**CLO Development:** SRTMU has established the CLO of each course, outlining the specific knowledge, skills, and competencies that students expect to achieve upon completion of a particular course. RCE ensure that the CLOs align with the broader PLOs by mapping the relevant PLOs to each CLO. The mapping process helps maintain consistency and coherence between the program-level and course-level

outcomes.

**Instructional Strategies:** RCE employs several instructional strategies to align the teaching-learning process with the stated PLOs and CLOs, and consider selecting appropriate teaching methods, designing learning activities, and choosing relevant resources and materials that support attaining the desired learning outcomes.

**Assessment Methods:** Aligning assessment methods with the stated PLOs and CLOs is essential to measure students' progress and ensure they have achieved the desired outcomes. RCE uses various assessment methods, such as exams, projects, presentations, portfolios, and practical demonstrations, to evaluate students' learning. These assessments are designed to directly assess the targeted CLOs and indirectly measure the overall achievement of the PLOs.

**Continuous Evaluation:** RCE regularly evaluates the effectiveness of their teaching-learning process to ensure alignment with the PLOs and CLOs. The evaluation includes various means, such as gathering student feedback, conducting course evaluations, and engaging in peer reviews of instructional practices.

**Program Review:** SRTMU undergoes periodic program reviews to ensure the alignment between the stated PLOs and CLOs and the teaching-learning process.

RCE holistic approach ensures that students receive a coherent and meaningful education that enables them to achieve the desired learning outcomes set by the institution

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 2.7.2

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

**Response:** 91.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	80	55	28	12

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:**

Response:

RCE maintains students' academic progress and achievements throughout their educational journey. It is a comprehensive record of their cognitive and professional attributes, reflecting their performance on learning tasks. How an improvement in student performance is recorded in the transcript involves various components that showcase their growth, skills, and accomplishments.

**Cognitive Attributes:** The mental attributes section of the transcript highlights a student's intellectual development and proficiency in academic subjects. It includes details such as:

**Grading System:** One of the primary indicators of cognitive progress is the grading system, and grades reflect the student's understanding, application, and mastery of the material.

**Coursework and Assignments:** The transcript may include a breakdown of specific coursework and assignments the student completes. It provides information about the types of work the students undertake, such as research projects, presentations, and examinations. It gives insight into the student's ability to analyze, synthesize, and present information.

**Cumulative GPA:** The cumulative Grade Point Average (GPA) is often included in the transcript. It is a numerical representation of a student's overall academic performance across all courses. The GPA is calculated by assigning numerical values to each grade and averaging them.

**Professional Attributes:** Besides cognitive attributes, the transcript may include sections that document a student's professional characteristics, encompassing skills and qualities applicable to their future careers. These elements consist of:

**Extracurricular Activities:** Participation in extracurricular activities, such as sports, clubs, community service, or leadership roles, can be recorded in the transcript. These activities showcase students' ability to manage their time effectively, work collaboratively, and demonstrate leadership qualities.

**Internships and Work Experience:** The students undertook internships and gained work experience relevant to their field of study, it included in the transcript. It demonstrates a practical application of knowledge and the development of professional skills.

**Certifications and Training:** Some transcripts include a section outlining certifications, workshops, or additional training the student completes. It indicates their commitment to lifelong learning and acquiring specialized skills.

**Professional Development:** The transcript might also incorporate any professional development activities, such as conferences, seminars, or presentations. These experiences indicate the student's initiative to stay updated with current trends and developments in their field.

#### 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:** 51

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

#### 2.7.5

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

**Response:**

Response:

SRTMU has introduced a user-friendly student performance appraisal system, which is crucial in evaluating students' understanding and progress in their learning journey.

The following are some examples to understand the students' initial learning needs.

**Individualized Instruction:** If a student's initial learning needs were identified as struggling with reading comprehension, their assessment task could focus on reading comprehension exercises. For instance, they might be asked to read a passage and answer questions to assess their understanding of the text. If the student performs poorly on the assessment, their learning needs are not adequately addressed.

**Differentiated Assignments:** In a classroom with diverse learners, assessments should cater to different learning needs. For example, if a student requires additional support in mathematics, the assessment task could involve problem-solving questions with varying difficulty levels. By tailoring the assessment to their learning needs, the student's Performance will reflect their progress accurately.

**Accommodations and Modifications:** Students with special educational needs may require accommodations or modifications in assessments. For instance, a student with a visual impairment may need a braille version of the evaluation, while a student with dyslexia may require extra time or assistive technology. The assessment can accurately reflect their learning needs and abilities by providing appropriate accommodations.

**Performance-Based Assessments:** Sometimes, traditional assessments may not fully capture a student's abilities. Performance-based assessments, such as projects, presentations, or portfolios, can provide a more comprehensive view of their learning needs. For instance, if a student's initial learning need were identified as having strong visual-spatial skills, their Performance on a visual arts project would better reflect their abilities than a written exam.

**Formative Assessments:** Formative assessments are ongoing evaluations that allow teachers to monitor students' progress and adjust instruction accordingly. These assessments can be closely aligned with initially identified learning needs, as they provide real-time feedback and help identify areas for improvement. For example, if a student struggles with grammar, formative assessments like grammar quizzes or writing exercises would reflect their learning needs as they progress.

**Student Self-Assessment:** Encouraging students to self-assess their learning needs can also enhance the alignment between assessments and their identified needs. Students can better understand their learning needs and track their progress by reflecting on their strengths and weaknesses. For instance, if a student initially identified a need for improving their organization skills, their self-assessment could include evaluating their ability to meet deadlines and organize study materials. The subsequent assessment tasks and their Performance will reflect this identified learning need.

In summary, the extent to which assessment tasks and student performance reflect initially identified learning needs depends on various factors such as individualized instruction, differentiated assignments, accommodations, performance-based assessments, formative assessments, and student self-assessments. By aligning assessments with students' needs, educators can better understand their progress, provide targeted support, and foster practical learning experiences.

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:** 3.44

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

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

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

**3.1.4**

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

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

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

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>

**3.2 Research Publications****3.2.1**

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

**Response:** 0

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

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



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

**3.2.2**

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

**Response: 0**

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

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

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

**3.3 Outreach Activities****3.3.1**

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

**Response: 0.8**

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	2

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

**3.3.2**

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

last five years

Response: 24.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	0	52	0	48

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>

### 3.3.3

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

Response: 55.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	0	100	75	50

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

### 3.3.4

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

Response:

Response:

RCE conducts outreach activities regularly and involves all the first and second years students. These outreach activities are crucial in sensitizing students to social issues and community development to engage students with real-world problems and foster a sense of empathy, responsibility, and active citizenship. With the involvement in outreach activities, the students develop a deeper understanding of the challenges faced by marginalized communities and learn how they can contribute to positive change.

RCE conducts community service activities by involving the students at local organizations in service-learning programs, and students gain first-hand experience with the social issues affecting the communities. The students assist the communities people in their daily needs like swachh Bharat Abhiyan, environmental clean-up, blood donation camps, road safety and security, women empowerment programs, and gender equity programs. Involvement in the democratic system by casting their valuable vote and motivating the youngsters who crossed the age above 18 to be registered their names in the electron list. Beti bachao beti paddao, save the girl child, spread message among the people to educate their children. These initiatives help students recognize the importance of social support systems, a platform for discussing social issues such as poverty, inequality, discrimination, and environmental degradation and encourage them to act.

RCE invites experts, activists, community leaders, and social workers to speak and share their experiences, providing students with valuable insights. Students develop critical thinking skills and learn to question societal norms by actively participating in discussions and engaging with these topics.

RCE organizes cultural programs to sensitize students to different social issues in the college campus and outside the college campus to expose students to diverse communities and cultures, challenging their preconceptions and promoting a broader perspective

RCE provides opportunities for the students to interact with individuals from different backgrounds and gain a deeper understanding of the challenges faced by marginalized groups, such as refugees, immigrants, and indigenous communities.

RCE provides experiential and participatory learning opportunities to the students with practical exposure to social issues and community development. By working with NGOs, and government agencies, students actively contribute to ongoing projects and initiatives, which help students develop skills in project management, community engagement, and resource mobilization.

### 3.3.5

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

**Response: 0**

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

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

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

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response: 4**

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

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

#### 3.4.2

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

**Response: 0**

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

Response:

National Council for Teacher Education (NCTE) regulates education and often establishes minimum requirements to ensure the quality of educational institutions throughout the country.

As per the NCTE requirements, the RCE has provided adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness centre, equipment, computing facilities, sports complex, etc., for the various programme offered

Physical Infrastructure: One of the critical aspects of a conducive teaching-learning environment is the physical infrastructure.

The land, as per the NCTE norms, is available in the name of the Renuka Education Society under which Aegis Renuka College of Education works. The B. Ed program runs in a building already constructed, and it includes:

Principal Office, Staff room, Office for the Administrative Staff. Room for Student Welfare, a Counsellor room, a Visitors Room, an Internal Quality Assurance Cell, A library with a reading room, well-furnished classrooms, a seminar hall, a multipurpose hall, a computer Lab, common rooms for boys and girls students, Science subject Laboratories, curriculum lab, and language Lab, Psychology & Guidance Lab, Visual Audio Room, Workshop for preparation of Teaching Aids, Playgrounds, Canteen, Parking and storage, Placement Cell, Guidance & Counselling Cell, Grievance & Redressal Cell, fire safety measures, first-aid facilities, CCTV cameras, Security personnel, Proper cleanliness, hygiene, and regular repairs contribute to a positive learning environment and help prevent disruptions to the teaching-learning process.

In conclusion, the adequacy of facilities for teaching and learning depends on various factors such as physical infrastructure, technology, teaching materials, support services, safety, and maintenance. Statutory bodies play a vital role in establishing minimum requirements to ensure educational institutions meet these standards. RCE enhances the educational experience and promotes positive student outcomes by providing an environment conducive to teaching and learning.

#### 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:** 0

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

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

Response: 8

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

### 4.1.3

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

**Response:** 61.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.4	4.3	4.5	6.2	5.6

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

## 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:**

Response:

RCE has a central library which provides library facilities to the students and teachers as per their daily requirements. RCE's library has partially automated Integrated Library Management Systems (ILMS) software to streamline and improve various processes and services in a library. RCE utilizes technology through Koha, Shodhsindu, and Shodhganga software to enhance the efficiency, accessibility, and functionality of library operations.

Here are a few key features and benefits of library automation:

**Cataloguing and Classification:** Library automation systems enable librarians to efficiently catalogue and classify books, journals, multimedia materials, and other resources. It provides standardized formats and tools for capturing metadata, including title, author, subject, and keywords.

**Circulation Management:** RCE has provided a partially automated process to the library which allows for seamless management of library materials and transactions which students and teachers can quickly check out and return items using self-service, track due dates, generate overdue notices, and manages reservations, ensuring smooth circulation workflows and reducing administrative burdens.

**Online Public Access Catalog (OPAC):** RCE has provided OPAC software that allows library users to search and browse the library's collection with internet access.

**Administrative Functions:** Library automation systems streamline administrative tasks such as inventory management, acquisitions, budgeting, and vendor management. They provide workflows and tools to simplify these processes, reducing manual work and improving efficiency.

Library automation systems offer numerous benefits, including improved user experience, enhanced access to resources, streamlined workflows, and increased operational efficiency.

#### 4.2.2

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

**Response:**

Response:

RCE tries to offer remote access to library resources to provide students and teachers with convenient and flexible access to various materials and services, regardless of their physical location. Remote access is typically facilitated through digital platforms and technologies that support seamless information retrieval, research, and learning.

The main aspects and benefits of remote access to library resources for students and teachers are as follows:

**Online Catalogues and Databases:** RCE provides limited remote access to the students to search and browse the Institution's library catalogue and databases through user-friendly online interfaces, and students and teachers quickly locate and retrieve relevant information to support their academic



endeavours.

**E-books and E-journals:** The students and teachers access remote access through a wealth of electronic books and journals. E-books and e-journals can be accessed and read online and downloaded for offline reading, enabling students to study and conduct research at their convenience.

**Digital Repositories and Archives:** RCE maintains digital repositories and archives that house valuable scholarly and historical materials, allowing students to explore these collections, accessing rare documents, manuscripts, photographs, and other unique resources.

**Collaborative Platforms:** RCE provides collaborative platforms that facilitate group work and research collaborations, foster a sense of community and encourage knowledge exchange among students.

**Around-the-Clock Availability:** RCE's remote access ensures that library resources are available to students and teachers 24x7. The students and teachers can access materials and services whenever needed, enhancing productivity and flexibility.

**Cost and Space Savings:** RCE's remote access reduces the need for physical copies of books, journals, and other resources, resulting in cost and space savings.

**Enhanced Information Literacy:** RCE's remote access encourages students and teachers to develop information literacy skills, such as effective searching, critical evaluation of sources, and ethical use of information.

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

#### 4.2.4

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

**Response: 0****4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

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

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

**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: 1.6****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: 60

**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: 58

**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: 56

**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: 53

**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: 43

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>

**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:** E. None of the above

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

**4.3 ICT Infrastructure****4.3.1**

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

**Response:**

Response:

RCE offers only one program, a two-year B, Ed, which includes two ICT-based courses, like ICT in Education and the Use of ICT in Lessons.

RCE has significantly enhanced its ICT (Information and Communication Technology) facilities, mainly focusing on the Wi-Fi infrastructure and providing a more efficient and reliable network connection for students and teachers, ensuring seamless access to digital resources and online services.

To meet the growing demands for internet connectivity, the RCE invested in state-of-the-art wireless access points (WAPs) throughout the campus. These new WAPs are equipped with the latest Wi-Fi technology standards, which offer faster speeds, increased capacity, and improved performance

compared to providing consistent and high-speed internet access, including classrooms, libraries, common areas, and outdoor spaces.

To ensure the security of the Wi-Fi network, RCE implemented modern authentication and encryption protocols which provides more robust encryption and authentication mechanisms, making it more challenging for unauthorized access and ensuring data privacy for all users.

In conclusion, the recent ICT facility update in RCE, specifically the Wi-Fi infrastructure, has significantly improved the network connectivity and user experience.

#### 4.3.2

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

**Response:** 4.6

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

#### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 10

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

**Response:** 10

#### 4.3.4

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

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

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

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

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 38.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.1	2.5	2.4	4.0	2.9

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

### 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:**

Response:

RCE has prepared Policy Details for Maintaining and Utilizing Physical, Academic, and Support Facilities and circulated them among the teachers. The policy is displayed on the notice board for the student's information.

**Objectives of the Policy:** The goals of the policy are to establish transparent systems and procedures for the maintenance and utilization of physical, academic, and support facilities within RCE, and RCE has the facilities like laboratories, a library, a sports ground, classrooms, other relevant facilities mainly supportive to ensure the efficient and effective use of these facilities to support the academic and operational needs of the students.

**Facility Maintenance:**

**Regular Inspection:** RCE has assigned a designated person to undergo routine inspection to identify maintenance and repair needs.

**Scheduled Maintenance:** A maintenance schedule is prepared with the discussion of the principal to address routine tasks such as cleaning, equipment servicing, and minor repairs.

**Prompt Repairs:** RCE focus promptly addressed and repaired to minimize disruptions to facility usage.

**Safety Measures:** RCE has implemented and maintained the facilities like fire safety equipment, emergency exits, and first aid.

**Facility Utilization:**

**Allocation of Spaces:** RCE has provided space based on various academic departments' specific needs and requirements, support services, and activities.

**Priority Guidelines:** RCE has been established to prioritize the allocation of facilities, considering factors such as academic requirements, research activities, co-curricular programs, and institutional events.

**Optimal Utilization:** RCE has made to maximize the utilization of facilities by encouraging multi-purpose use and scheduling, where appropriate, to avoid underutilization or conflicts.

**User Responsibilities:** RCE has made a policy for users of facilities to be responsible for the care and cleanliness of the spaces they utilize.

**Academic Support Facilities:**

**Library:** RCE has maintained library facilities with adequate resources, including books, journals, digital materials, and study spaces.

**Laboratories:** RCE has equipped Laboratories with necessary apparatus, instruments, and safety equipment, and clear guidelines for laboratory usage, safety protocols, and storage of hazardous materials communicated to the students and teachers.

**IT Facilities:**

**Computers:** RCE has equipped computer labs and classrooms with up-to-date hardware and software to support academic and administrative activities

**Classroom Management:**

RCE has a classroom setup to facilitate effective teaching and learning, including proper seating, adequate lighting, and audio-visual equipment.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

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

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

#### 5.1.2

Available student support facilities in the institution are:

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including

**sexual harassment and ragging cases such as**

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>

#### **5.1.4**

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

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

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

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

## **5.2 Student Progression**

### **5.2.1**



**Percentage of placement of students as teachers/teacher educators****Response:** 10.29**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	5	6	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:** 14.81**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	2	4	3	2

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

## 5.3 Student Participation and Activities

### 5.3.1

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

##### **Response:**

Response:

RCE constitutes a student council every year and selects the students through their merits in the previous qualifying examination. Students with good knowledge of dance, singing, acting, and sports are chosen for the student council as required. The student council plays a vital and proactive role in institutional functioning by actively contributing to the welfare of students. They positively impact the overall campus environment through their various initiatives and responsibilities.

Here are some ways in which student councils play a proactive role and contribute to students' welfare:

**Representation:** The student council serves as the voice of the student body, representing their interests, concerns, and suggestions to the administration. They advocate for students, ensuring that their needs and perspectives are considered in decision-making processes regarding academic policies, facilities, and other areas directly affecting student welfare.

**Organizing Events and Activities:** Student councils are responsible for planning and organizing various events, including cultural festivals, sports tournaments, workshops, and conferences. These activities contribute to the holistic development of students by providing opportunities for social interaction, learning, and personal growth.

**Student council:** Student councils facilitate communication between students. They organize platforms for students to provide feedback on teaching methods, curriculum, and other academic matters. By collecting and presenting this feedback to the administration, the student council helps improve the quality of education and ensures that student concerns are addressed.

**Student Services and Support:** student council often initiates and manages various student support services. These may include mentorship programs, counselling services, career guidance, and academic assistance. By offering these services, the student council aims to enhance student's overall well-being and academic success, helping them navigate challenges and make the most of their educational experience.

**Community Engagement and Social Responsibility:** Student councils actively promote community engagement and social responsibility among students. They organize and participate in community service initiatives, environmental awareness campaigns, and charitable activities.

**Collaboration with Administration and Teachers:** The student council collaborates closely with the administration and teachers to address student concerns effectively. They participate in regular meetings, discussions, and committees to ensure student representation in decision-making processes. This collaborative approach fosters a sense of partnership and mutual understanding between students and the institution's leadership.

**Student Rights and Grievance Redressal:** Student councils play a crucial role in protecting and advocating for student rights. They help resolve grievances and mediate conflicts between students and the administration, ensuring fair treatment and due process. By establishing transparent and accessible mechanisms for grievance redressal, the student council contributes to a safe and inclusive learning environment.

### 5.3.2

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

**Response:** 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

#### File Description

#### Document

Data as per Data Template

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Response:

RCE has a registered Alumni Association, and it plays a crucial role in the development of the college because the former students possess a unique connection to their alma mater and can make significant contributions that positively impact growth and progress.

RCE Student Council conducts its meetings regularly to allow students to develop leadership by

organizing and carrying out responsible activities.

The college gives equal opportunities to the students on the Student Council and selects them with a democratic approach.

The Student Council includes student representatives from subject methodologies such as Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English, and Marathi.

The Student Council members assist the students in sharing their thoughts, interests, and concerns.

The Student Council requests for spacing dates for different projects, seminars, submission of assignments, and also to issue question papers.

The principal chairs the Student Council meetings and discusses various academic programs and other college activities.

Student Council participates, organizes, and manages various academic, co-curricular, and extra-curricular activities.

Student Council collects feedback on the curriculum from the stakeholders and assists clubs/ cells in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing, and Painting.

Professional Networking and Mentoring: Alumni associations serve as a bridge between existing students, recent graduates, and established alumni in the professional fields. They facilitate networking opportunities and mentorship programs that benefit students and recent graduates significantly.

Alumni Association share their experiences, offers guidance, and helps students make informed decisions about their future by organizing mentorship programs. Alumni associations can strengthen the bond between students and alumni, creating a supportive environment that fosters personal and professional growth.

#### **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

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>

**5.4.3****Number of meetings of Alumni Association held during the last five years****Response:** 12**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	3	3

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

**5.4.4**

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

**Response:**

Response:

RCE Alumni Association is an effective support system for the college in motivating students and recognizing, nurturing and furthering their unique talents.

It bridges the college and its former students, creating a network of successful individuals with a vested interest in its growth and development. Alumni Association fosters a sense of belonging, pride, and engagement among its members through various initiatives and activities, which benefit the college in several ways.

Alumni Association serves as a source of inspiration and motivation for current students. The association allows students to interact with successful alumni who have excelled in their respective fields by

organizing guest lectures, career counselling sessions, and alumni panels. Their interactions provide valuable insights, guidance, and real-life examples of achievement, motivating students to set high goals and work towards them.

Alumni Association acts as a platform for networking and professional development, and they hold influential positions in various educational institutes. By facilitating networking events, mentorship programs, and alumni-student meetups, the association creates opportunities for current students to connect with alumni who can offer guidance, internships, job placements, and other career-related support.

Their interaction enhances students' professional development and opens doors to potential internships, research collaborations, and employment opportunities. Such connections and collaborations nurture exceptional talent and foster an environment of excellence within the institution.

Alumni Association acts as a link between the institution and the wider community. Alumni are ambassadors of their alma mater, representing their values, achievements, and contributions. The association strengthens the institution's reputation and positive impact by engaging alumni in community outreach programs, social initiatives, and philanthropic endeavours.

## 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:**

Response:

The Vision of the Renukacollege of education is to provide quality education which will open up new vistas of development for enrolled students to make a self-reliant, prosperous, happy and robust nation through promoting creativity among the students in both the theoretical and practical aspects of teaching.

Vision and Mission Statement:

To develop pre-service teacher trainees into good, ideal devoted, and dedicated Teachers trainees in their services.

To Develop the Skills of Using Technology in Teaching and Learning.

To develop the all Round teacher personality of the trainee. Achievement of goals stated in the constitution of India and its Preamble provision of equality in educational opportunities for unique girls transacting value-based education leading to a Well integrated society empowering student teachers through innovative and justified use of Technology overcoming professional and global challenges through collaboration in a techno Savvy era maximization of students potential

RCE's vision is to be a leading educational establishment that fosters excellence, innovation, and holistic development among its students. Its mission is to provide a conducive learning environment that nurtures intellectual growth, critical thinking, and ethical values. RCE strives to empower our students with knowledge and skills that prepare them for future challenges, enabling them to become responsible global citizens.

Nature of Governance:

RCE governance is characterized by transparency, accountability, and inclusivity, and RCE believes in upholding sound management principles to ensure effective leadership and participatory mechanisms. RCE governance structures promote shared decision-making, where all stakeholders have a voice and play an active role in shaping the RCE's policies and direction.

Perspective Plans:

RCE has developed perspective plans that outline long-term goals and strategies to achieve its vision and

mission. These plans encompass various aspects of RCE's development, including academic excellence, infrastructure enhancement, faculty development, research and innovation, and community engagement.

**Participation of Teachers, Students, and Non-Teaching Staff:**

RCE strongly believes in the principle of inclusivity. Therefore, the participation of teachers, students, and non-teaching staff is integral to our decision-making bodies. RCE has established representative bodies and committees that ensure the active involvement of these stakeholders in the governance processes.

**Teachers:** RCE teachers are valued partners in decision-making processes, actively participate in academic committees and contribute their expertise in curriculum development, pedagogical approaches, and assessment methods.

**Students:** RCE recognizes the importance of student involvement in governance, and RCE has established student councils and forums that provide a platform for students to voice their concerns, suggestions, and ideas.

**Non-Teaching Staff:** RCE non-teaching staff are highly valued, and their participation in decision-making is crucial.

### 6.1.2

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

##### **Response:**

Response:

RCE works under the aegis of Renuka Education Society, which has registered with a charity commissioner and works on non-profitably. RCE has an affiliated institute and follows the guidelines of the affiliating university.

RCE follows decentralization and participative management processes in its daily academic and administrative work. The principal works as an institution head, and other teachers assist him as a vice principal, head of the departments, committee heads, activity co-ordinators, and members on the in-house committees constituted for smooth functioning of the RCE and to distribute power, responsibility, and accountability throughout various levels and departments, allowing for quicker decision-making, improved responsiveness, and increased employee autonomy.

The process of decentralization in this institution follows several vital steps.

1. **Goal Setting:** RCE establishes clear organizational goals and objectives that align with its mission and vision to guide decision-making at all levels.
2. **Delegation of Authority:** RCE identifies areas and functions that can be delegated to teaching and non-



teaching staff with the necessary expertise, knowledge, and skills to make informed decisions.

3. Training Workshop: RCE organizes training workshops to enhance the skills and capabilities of teaching and non-teaching staff and ensures that individuals have the necessary competencies to contribute to decision-making processes effectively.

4. Communication and Information Sharing: RCE communicates the information and knowledge throughout the organization of regular meetings, reports, and feedback mechanisms to keep all informed and engaged.

5. Empowerment of Decision Making: RCE empowers the teaching and non-teaching staff to make decisions within their designated areas of responsibility, analyze situations, propose solutions, and implement actions to achieve organizational goals.

6. Participative Decision-Making: RCE involves the teaching and non-teaching staff in decision-making through brainstorming and consensus-building techniques to ensure a sense of ownership and commitment.

7. Feedback and Recognition: RCE encourages feedback from students, teachers, alumni, and employers on the teaching-learning process of the RCE.

### 6.1.3

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

**Response:**

Response:

RCE maintains transparency in its financial, academic, administrative and other functions as per the guidelines laid down by the university, NCTE, and Government of Maharashtra, and strongly emphasises maintaining transparency in its financial, academic, administrative, and other functions.

RCE actively promotes transparency in the following areas:

1. Financial Transparency: RCE maintains its financial processes and practices as per the university's guidelines, NCTE, and up-to-date financial records, which are subject to regular audits by independent external auditors. The audited financial statements are made available to the university, NCTE, and Charity Commissioner allowing them to review and assess the RCE's financial health. RCE provides comprehensive financial reports and budget information, easily accessible to students, teachers and staff.

Academic Transparency: In terms of academic transparency, RCE strives to provide clear and comprehensive information about its educational programs, admission criteria, curriculum, and student outcomes as per the university norms laid down for the affiliated colleges.

RCE maintains an updated, user-friendly website with detailed program descriptions, course catalogues, and teacher profiles. The students can access information about admission requirements, tuition fees, scholarships, and financial aid options.

**Administrative Transparency:** RCE promotes organisational transparency by establishing clear policies, procedures, and guidelines for all administrative functions and communicates policies to students, teachers, parents, alumni, and employers.

RCE maintains an open-door policy, encouraging regular communication and dialogue between administrators and stakeholders.

## 6.2 Strategy Development and Deployment

### 6.2.1

#### **The institutional Strategic plan is effectively deployed**

##### **Response:**

Response:

RCE has prepared its strategic plan for effectively deploying the proposed curricular, co-curricular and extra-curricular activities conducted for the benefit of the students.

RCE has adopted several activities for enhancing the learning skills of the students, out of which one activity successfully implemented based on the RCE strategic plan over the last five years was establishing a robust online learning platform during Covid-19 to enhance access to education and promote lifelong learning opportunities.

##### **Deployment Strategy:**

**Needs Assessment:** RCE has conducted online teaching during the Covid-19 to engage the lectures during lockdown periods as per the university's guidelines and student demands. It involved analyzing the Covid-19 impact, trends, student preferences, and technological infrastructure.

**Technology Infrastructure Upgrade:** RCE invested in upgrading its technological infrastructure to support the implementation of the online learning platform. It included improving internet connectivity, increasing bandwidth, and acquiring hardware and software resources.

**Curriculum Development:** The RCE dedicated team worked collectively to develop high-quality videos and lectures aligned with the prescribed curriculum. The videos and micro lessons are designed to be interactive, engaging, and flexible, catering to diverse learning styles and preferences.

**Teacher Training and Support:** RCE provided comprehensive training and support to teachers in developing their online teaching skills and webinars to ensure that instructors are equipped with the necessary pedagogical strategies and technological know-how.

Student Support Services: RCE established robust student support services tailored to the online learning environment. It included technical support, online tutoring services, virtual counselling, and a dedicated helpdesk to address student queries and concerns.

### 6.2.2

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

#### **Response:**

Response:

RCE has an affiliated institute and follows the guidelines of the university, NCTE, and the Government of Maharashtra. The functioning of RCE bodies is effective and efficient, as visible from policies, administrative setup, appointment and service rules, and procedures.

RCE bodies are responsible for setting policies, implementing administrative procedures, making appointments as per UGC and NCTE norms, and establishing service rules to ensure smooth operations and achieve desired outcomes.

The following are key aspects that provide an overview of the RCE functioning.

1. Policies form the foundation of functioning. RCE constitutes several internal committees and bodies like IQAC and CDC for formulating and implementing policies that guide decision-making processes, objectives, strategies, and guidelines for various areas such as governance, economy, social welfare, and environmental protection to provide a roadmap for achieving the desired goals and ensure that decisions are made consistently and transparently.
2. The administrative setup: RCE's bodies facilitate effective decision-making and implementation of policies. Organizational arrangements ensure coordination, communication, and the smooth flow of information within the organization to establish mechanisms for monitoring and evaluating the performance of different departments or units to ensure accountability and efficiency.
3. Appointment and service rules: RCE follows UGC and NCTE guidelines for appointing teachers and ensures transparency, fairness, and meritocracy in recruitment. NCTE has laid down appointment and service rules to establish performance evaluation mechanisms, promotion criteria, and disciplinary procedures to maintain discipline and professionalism within the organization.
4. Transparency and accountability: RCE maintains Public trust and confidence by ensuring that decision-making processes are transparent and information is readily accessible to the public.
5. Regular evaluation and feedback mechanisms: RCE collects feedback from the students, teachers, alumni, and employers on the teaching-learning process to identify areas for improvement, address weaknesses, and promote a culture of continuous learning and development. RCE bodies adapt to changing needs and challenges by regularly monitoring and assessing their effectiveness.

**6.2.3**

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

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

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

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

**6.2.4**

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

**Response:**

Response:

RCE constitutes several bodies, cells, and committees for the smooth functioning of the curricular, co-curricular, and extra-curricular activities conducted throughout the academic year.

The list of the bodies, cells, and committees constituted and worked during the assessment period is as follows:

Bodies: Governing Council GC) of Renuka Education Society, College Development Committee (CDC), and Internal Quality Assurance Cell (IQAC)

Cells: Grievance Redressal Cell, Anti-Ragging Cell, and Internal Complaint Cell

Committees: Academic Calendar Committee, Time-table Committee, Examination, Committee, Student Grievance Committee, Internal Complaint Committee, Anti-Ragging Committee, SC/ ST Cell, IQAC, Student Development Cell, student Welfare Cell, Tours Committee, Women Empowerment Committee, Admission Committee, Feedback collection Committee, and Sports and Cultural Committee.

Bodies: RCE forms the bodies as per the guidelines laid down by the concerned authorities like NCTE, the university, and the Government of Maharashtra. The concerned body calls its authority's meetings per the norms.

Governing Council of Renuka Education Society: RES calls its meeting as per the guidelines of the Charity Commissioner and maintains the proceeding book of the conferences and updates regularly with the signatures of its members present in the forum.

College Development Committee: RCE has constituted CDC as per the guidelines of the Maharashtra Public Universities Act 2016 and includes the members suggested in Act 2016. REC conducts CDC meetings regularly and maintains the minutes of the meetings.

Internal Quality Assurance Cell: RCE constitutes IQAC as per the NAAC guidelines, conducts the meeting, and maintains the minutes of meetings as per the NAAC guidelines.

RCE has constituted cells as suggested by UGC and the University and maintains meeting minutes.

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

Response:

RCE effectively implements welfare measures for its teaching and non-teaching staff as per the guidelines laid down by the UGC, University, and NCTE to ensure well-being, job satisfaction, and overall quality of life for employees.

RCE provides welfare measures for teaching and non-teaching staff as follows:

1. Leaves: RCE provides all types of leaves approved by the university to its employees.
2. Salary and Benefits: RCE provides salary and benefits to its employees as per the UGC, University, and NCTE guidelines. It includes regular salary increments, allowances, health insurance, GPF, and other financial incentives.
3. Work-Life Balance: RCE provides work-life balance and implements policies which include flexible working hours, paid leave, maternity leave, winter and summer vacations, and public holidays to promote work-life balance; employees can maintain a healthy personal and professional life, leading to higher productivity and job satisfaction.
4. Professional Development: RCE provides training programs, workshops, conferences, and seminars to enhance employees' skills and knowledge and improves the quality of education and services provided by the institution.
5. Recognition and Rewards: RCE acknowledges the contributions of their staff members through various recognition and rewards programs, including annual awards, certificates of appreciation, and

career advancement opportunities.

6. Grievance Redressal: RCE has established a transparent and accessible system for employees to voice their grievances, ensuring fair treatment and timely resolution.

### 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**

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 6.3.3

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 6.3.4

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

**Response:** 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**

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 6.3.5

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

**Response:**

Response:

RCE has an affiliated institute and meticulously follows UGC, university, and NCTE policies regarding a performance appraisal system for teaching staff for their promotions from assistant professor to associate professor to professor posts.

RCE implements a performance appraisal system for evaluating and assessing the performance of both teaching and non-teaching staff annually.

Performance appraisal system provides valuable feedback to employees, helps identify areas for improvement, and contributes to overall organizational growth.

The following is the performance appraisal system adopted by RCE for its teaching and non-teaching staff.

1. Annual Confidential Reports: RCE collects annual confidential reports of all employees once a year, setting clear and measurable goals for each employee aligned with the RCE objectives and job responsibilities.

2. Performance Indicators: RCE introduces different performance indicators to the teaching and non-teaching staff based on their roles and responsibilities. It includes classroom teaching, student engagement, curriculum enrichment, student performance, and teaching methodologies. Non-teaching

staff performance indicators include communication skills, teamwork, problem-solving, time management, and administrative efficiency.

3. Regular Feedback: RCE provides regular feedback to employees on their performance and allows employees to understand their strengths and areas needing improvement.

4. Follow-Up and Monitoring: RCE supports and guides employees as they work towards their development goals

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

Response:

RCE has maintained a solid commitment to financial transparency and accountability by conducting regular internal and external financial audits to ensure compliance with financial regulations, identify any irregularities or discrepancies, and provide a comprehensive assessment of the institution's financial health.

Internal Financial Audit: RCE carries out internal financial audits regularly throughout the financial year with the help of the senior person from the administrative section.

The designated persons report to the principal when the internal audit process is complete and prepares an internal audit report. It includes information that highlights the audit findings, improvement recommendations, and corrective action suggestions.

Corrective Action: If the audit objections are valid, management takes appropriate corrective measures to address the identified issues. It may include revising policies and procedures, strengthening internal controls, or initiating disciplinary actions.

External Financial Audit: RCE undergoes regular external financial audits by independent auditors.

The external audit process includes the following:

Appointment: RCE engages a reputable external audit firm to conduct the audit. The firm assigns a team of experienced auditors to perform the examination.

Examination: The external auditors review the institution's financial statements, records, and transactions. They assess the accuracy, completeness, and compliance with applicable accounting standards and regulations.



**Verification:** The auditors validate the financial information through sample testing, confirming balances with external parties, and assessing the adequacy of internal controls.

**Reporting:** Following the examination, the external auditors prepare an audit report. This report provides an opinion on the fairness and reliability of the financial statements, along with any significant observations or recommendations.

**Settling Audit Objections:** If any audit objections are raised during the external audit, a similar mechanism is in place to address and resolve them. The institution's management reviews the audit findings, takes appropriate corrective actions, and provides responses or explanations to the auditors. The external auditors may also discuss with management to clarify any issues or seek additional information. Once the objections are resolved, the final audit report is issued.

#### 6.4.2

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 6.4.3

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

**Response:**

Response:

RCE has a self-financed institute and cannot receive financial assistance from the Government and UGC for its development.

Due to its self-financed status, RCE receives admission fees from the enrolled students, SC, ST, OBC,

NT, and VJNT category students' tuition fees receivable as per the prescribed norms.

RCE has crucial aspects of mobilization of funds and optimal utilization of strategies

The mobilization of funds and optimal utilization of resources are crucial aspects of institutional strategies for acquiring financial resources and effectively allocating them to achieve its objectives.

RCE focuses on the following points for the mobilization of funds and its optimal utilization.

1. Identification of Funding Sources: RCE identifies potential sources like government grants, loans from financial institutions, private investments, donations from individuals, corporations, and revenue generated through its operations.
2. Developing a Fundraising Plan: RCE identified a comprehensive fundraising plan and established strategies and timelines for approaching different funding sources.
3. Networking: RCE establishes relationships with potential donors and involves networking with individuals, corporations, and organizations interested in supporting the RCE vision and mission.

Optimal Utilization of Resources:

Strategic Planning: RCE defines its goals, establishes priorities, and develops a clear roadmap for achieving them to efficiently allocate resources towards activities that align with the organization's mission and objectives.

Budgeting and Financial Management: RCE prepares effective budgeting to allocate resources wisely and align with the organization's priorities. It involves estimating income and expenses, setting financial targets, and monitoring actual performance against the budget. Regular financial reporting and analysis help identify areas of improvement and ensure accountability.

Monitoring and Evaluation: RCE's regular monitoring and evaluation of programs and projects are essential for optimal resource utilization.

## 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:**

Response:

RCE has constituted Internal Quality Assurance Cell (IQAC) for institutionalizing quality assurance strategies. IQAC monitors and ensures the quality of various academic and administrative activities of

the RCE.

RCE adopts a process for quality assurance through the IQAC, summarized as follows:

1. Establishment of IQAC: RCE has established an IQAC comprising a diverse group of management, external experts, teachers, Non-teaching staff, a representative from research, industry, and social work, and students representative, and a principal led the IQA and coordinated by the senior teacher.
2. Development of Quality Assurance Policies: The IQAC, in consultation with various stakeholders, develops and formulates quality assurance policies, guidelines, and procedures to align with the overall vision and mission of the institution and provide a framework for maintaining and enhancing quality standards.
3. Planning and Implementation: The IQAC develops a comprehensive quality assurance plan that outlines the goals, objectives, and strategies for improving quality across various domains.
4. Assessment and Evaluation: The IQAC establishes a robust system for continuous assessment and evaluation of various aspects of the RCE, including conducting academic and administrative audits, self-assessment exercises, and feedback collection to gather data on the effectiveness of educational programs, teaching-learning processes, research activities, and support services.
5. Monitoring and Review: The IQAC monitors the implementation of quality assurance strategies, periodically reviews their effectiveness, analyzes data on key performance indicators, and benchmarks them against established standards.

#### 6.5.2

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

**Response:**

Response:

RCE follows a systematic process for reviewing its teaching-learning process periodically to ensure continuous improvement and maintain quality standards. The following steps outline the process adopted by RCE for reviewing the teaching-learning process:

1. Formation of the IQAC: RCE has established IQAC comprising a principal, management representative, nominee from research, industry, social work, students and a non-teaching staff representative.
2. Development Criteria and Indicators: The IQAC, in consultation with the principal, establishes criteria and indicators to assess the effectiveness of the teaching-learning process to capture both quantitative and qualitative aspects of teaching and learning.

3. Data collection: The IQAC collects data related to the teaching-learning process from multiple sources.
4. Data analysis and evaluation: The collected data is analyzed and evaluated by the IQAC members.
5. Identification of strengths and weaknesses: Based on the analysis and evaluation, the IQAC identifies the strengths and weaknesses within the teaching-learning process.
6. Action plan formulation: The IQAC develops an action plan to address the identified weaknesses and improve the teaching-learning process.

### 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:** 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 6.5.4

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

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

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

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>

### 6.5.5

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

**Response:**

Response:

RCE keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives since its inception.

RCE appears first time for the assessment and accreditation process from NAAC for its cycle-I.

RCE made incremental improvements in its academic and administrative development day by day.

The following two examples show the incremental improvements achieved during the last five years.

1. Enhancing Academic Support Services: Over the past five years, RCE has made significant incremental improvements in the academic support services provided to students, and recognizing the importance of comprehensive support for student success, several initiatives have been implemented to enhance the learning experience and foster a supportive environment.

1. RCE has established one notable improvement of a dedicated Mentor-Mentee System.

A mentor-mentee system, or a mentoring program, is a structured relationship between an experienced individual (mentor teachers) and a less experienced individual (mentee-students) to provide guidance, support, and knowledge transfer.

Critical aspects of a mentor-mentee system:

Relationship Building: The mentor and mentee develop a relationship based on mutual trust, respect, and confidentiality.

Goal Setting: The mentor and mentee establish clear goals and objectives for the mentoring relationship.

Knowledge Transfer: The mentor shares their knowledge, expertise, and experiences with the mentee.

Support and Feedback: The mentor offers the mentee guidance, encouragement, and constructive feedback.

Duration and Structure: Mentor-mentee relationships can vary from a few months to several years.

Two-Way Learning: While the mentee receives guidance and support, the mentor also gains satisfaction and personal growth from sharing their knowledge and helping someone else succeed. It is a mutually beneficial relationship that fosters learning for both parties.

## 2: Streamlining Administrative Processes

Over the past five years, RCE has made substantial progress in streamlining administrative processes, increasing efficiency, transparency, and overall institutional effectiveness.

Previously, administrative tasks such as course registration, fee payment, and academic record management were time-consuming and prone to errors. The introduction of the Student Information System has centralized these processes, allowing students to access and complete administrative tasks online. This system provides real-time information, facilitates online transactions, and reduces student and staff paperwork. As a result, administrative staff can focus on higher-value tasks, and students benefit from a more seamless and convenient experience.

To measure the impact of these improvements, RCE has implemented key performance indicators (KPIs) and regular audits of administrative processes. These assessments help identify bottlenecks, areas for improvement, and potential cost-saving measures. Through the analysis of data and feedback from stakeholders, the RCE continuously refines administrative procedures to ensure optimal efficiency and effectiveness.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Response:

RCE's energy policy focuses on streamlining energy conservation and promoting energy saving by using LED bulbs and tubes to meet its power requirements.

The elements of the energy policy are summarized as follows:

1. Energy Conservation: RCE recognizes the importance of conserving energy and reducing wasteful consumption to achieve this through various measures such as conducting energy audits to identify areas of inefficiency, implementing energy-efficient technologies and practices, and promoting awareness among staff, students, and stakeholders about energy-saving techniques.
2. Energy Management: RCE is committed to effective energy management by establishing clear goals and targets for reducing energy consumption by using LED bulbs and tubes.
3. Renewable Energy Sources: RCE has no arrangement for alternate energy sources.
4. Energy Efficiency in Infrastructure: RCE incorporates energy-efficient design principles in its infrastructure and includes optimizing building utilization in the daytime and ventilation systems to minimize energy requirements for heating, cooling, and lighting.

#### 7.1.2

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

**Response:**

Response:

RCE's Policy for Waste Management:

RCE recognizes the importance of effective waste management in minimizing environmental impact, promoting sustainability, and ensuring the well-being of its community. RCE's policy for waste management has been based on the principles of reduce, reuse, and recycle, with the ultimate goal of achieving zero waste.

The main components of the RCE's waste management policy include:

**Waste Reduction:** RCE runs only one program in Bachelor of Education, does not produce huge wastages, and tries to reduce waste generation by implementing measures such as promoting electronic communication and documentation, encouraging reusable materials and containers, and minimizing packaging waste. The students, teaching and non-teaching staff, encourage to adopt responsible consumption practices.

**Recycling:** RCE has established a comprehensive recycling program that covers a wide range of materials, including paper, cardboard, plastics, glass, metals, and electronic waste, and educates the stakeholders on proper recycling practices.

**Composting:** RCE promotes composting to divert organic waste from landfills. Organic waste generated from cafeterias, canteen, and landscaping activities is collected and processed into compost for campus landscaping and gardening projects.

**Hazardous Waste Management:** RCE has specific protocols for safely handling, storing, and disposing of hazardous waste generated in the science lab and other designated areas.

### 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

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 7.1.4

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

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**



**4. Economical usage/ reduced wastage****Response:** D. Any 1 of the above

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

**7.1.5**

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

**Response:**

Response:

RCE focuses on upholding cleanliness, sanitation, and environmental sustainability, with a strong focus on creating a pollution-free and healthy environment on the campus, and takes several initiatives and practices that contribute to the overall well-being of the campus and its surroundings.

Emphasis on cleanliness. RCE schedules regular cleaning to ensure that all areas, including classrooms, corridors, restrooms, and common spaces, are kept clean and tidy. RCE has appointed trained cleaning staff to maintain a hygienic environment and promptly address cleanliness-related concerns.

Sanitation: RCE has provided adequate restroom facilities, equipped with modern amenities and maintained to the highest standards of hygiene, and promotes personal hygiene practices among its members through awareness campaigns, workshops, and the provision of necessary facilities such as hand sanitisers and soap dispensers.

Green Covers: RC recognises the importance of green cover and actively strives to increase and preserve it to create a lush and green campus environment by planting and nurturing a variety of trees, shrubs, and plants, and encourages the participation of students, teaching and non-teaching staff in tree-planting drives and other green initiatives to foster a sense of responsibility towards the environment.

Pollution-Free Environment: RCE takes measures to minimise its carbon footprint and promotes eco-friendly transportation methods.

**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)**

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

**File Description****Document**

Data as per Data Template

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

Response:

RCE demonstrates a solid commitment to leveraging the local environment, locational knowledge and resources, community practices, and challenges to impact the community and address their specific needs effectively.

RCE engages in activities such as waste reduction, energy conservation, and water management, implementing recycling programs, and promoting environmentally friendly practices for the community and encourages others to follow them.

RCE collaborates with local experts, researchers, and community leaders to comprehensively understand the area's needs and potentials to ensure that the RCE's initiatives are contextually relevant, sustainable, and culturally sensitive.

RCE actively engages with community practices, recognizing that they hold intrinsic value and wisdom by involving the local community in decision-making, and ensures that their voices are heard, and their rules are incorporated into the initiatives, and fosters a sense of ownership and empowerment among community members, leading to more sustainable and impactful outcomes.

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

<b>File Description</b>	<b>Document</b>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Response:

Title: Strengthening Faculty Development Programs for Enhanced Teaching and Learning Outcomes

Objectives:

To enhance faculty members' pedagogical skills and knowledge for improved teaching and learning outcomes.

To promote a culture of continuous professional development among faculty members.

**Context:** The institution recognized the pivotal role of faculty members in delivering quality education and fostering a conducive learning environment for students. However, it identified the need to strengthen faculty development programs to ensure teachers are equipped with the latest teaching methodologies, technologies, and domain knowledge. The institution aimed to create a supportive framework that encourages faculty members to engage in continuous professional development and enhance their teaching competencies.

**Practice:**

**Establishment of a Faculty Development Center (FDC):** The institution established a dedicated Faculty Development Center (FDC) to provide comprehensive support and resources for faculty members' professional growth. The FDC offered a range of programs and initiatives designed to enhance teaching and learning practices. These included workshops, seminars, training sessions, and conferences conducted by renowned academicians and experts in various disciplines. The FDC also facilitated collaborations and networking opportunities with other institutions, enabling faculty members to stay updated with emerging trends and best practices in education.

**Evidence:** a. Workshop attendance and participation records: The institution maintained detailed records of faculty members' participation in various workshops and training programs organized by the FDC. These records showcased a significant increase in the number of faculty members actively engaging in professional development activities over time. b. Feedback surveys: The institution regularly conducted feedback surveys to gather faculty members' opinions and suggestions regarding the effectiveness of the FDC programs. Positive feedback and constructive suggestions from faculty members demonstrated their engagement and satisfaction with the initiatives taken by the institution.

**Problem Encounter:** The institution faced initial challenges in garnering active participation from all faculty members due to time constraints and varying academic responsibilities. Some faculty members found it difficult to allocate time for professional development activities while fulfilling their teaching, research, and administrative duties.

**Evidence:** a. Faculty workload analysis: The institution conducted a comprehensive analysis of faculty workload to identify areas where time management could be improved. Based on the analysis, it made necessary adjustments to ensure a reasonable balance between teaching, research, and professional development activities. b. Flexibility in scheduling: The institution introduced flexible scheduling options for faculty development programs to accommodate

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Response:

RCE has demonstrated remarkable performance in higher education, especially Bachelor of Education, which aligns closely with its vision, mission, priority, and thrust areas.

RCE has established itself as a leader in cutting-edge training education, research, development, and application of innovative technologies in its teaching-learning process.

RCE's vision and mission are supported in its priority areas to invest in state-of-the-art infrastructure, recruit top-tier teachers, and provide students with a transformative learning experience that equips them with the skills and mindset.

RCE has made significant strides in the teaching-learning process, research and development, leading to breakthrough discoveries and advancements in numerous fields for innovative ideas, fostering collaboration between interdisciplinary teams of experts, and attracting talented researchers from around the world.

RCE has generated ground-breaking solutions to real-world problems by nurturing an environment conducive to creativity, transferable, and exploration knowledge to the students.

RCE has established solid partnerships and collaborations with schools and Junior colleges, facilitating knowledge transfer from academia to the schools sector and creating opportunities for students and teachers to engage in real- projects, internships, and entrepreneurship endeavours.

RCE has developed add-on courses integrating emerging technologies and experiential learning opportunities to encourage the students to explore and experiment with technologies.

RCE's collaborations with schools and other educational institutes industry and successful knowledge transfers demonstrate its impact on the economy and society at large.

RCE has consistently demonstrated outstanding performance and significantly contributed to higher education, benefiting academia and society.

## 5. CONCLUSION

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### **Additional Information :**

In addition to the comprehensive insights covered in the Teacher Education Manual prepared by NAAC, several vital aspects define the unique character and strengths of our B.Ed. Program. These additional facets reflect our commitment to producing proficient and compassionate educators:

The B. Ed program adopts a multidisciplinary approach that encourages students to explore connections between education and fields such as psychology, sociology, technology, and arts. It cultivates a well-rounded perspective among our graduates.

Beyond classroom settings, the B. Ed program emphasizes community engagement projects where students actively collaborate with local schools, NGOs, and communities. This hands-on experience fosters a sense of social responsibility and real-world problem-solving skills.

We recognize the evolving role of technology in education. Our B. Ed program goes beyond the basics and equips students with in-depth training in utilizing educational technologies, online learning platforms, and data analysis tools.

To promote cultural exchange and broaden horizons, we facilitate student exchange programs with international institutions. This exposure enables our students to understand diverse educational systems and teaching methodologies.

We incorporate authentic assessments, portfolio-based evaluations, and peer reviews, enabling students to demonstrate their teaching capabilities in diverse ways.

We prioritize the well-being of our educators-in-training. Our program integrates well-being workshops, stress management sessions, and mindfulness practices to equip our graduates with strategies for maintaining their mental and emotional health.

We embed sustainability and environmental awareness principles throughout our curriculum. It equips future educators with the knowledge and skills to impart sustainable practices to their students.

### **Concluding Remarks :**

Renuka College of Education has submitted its Self-Study Report (SSR) to the National Assessment and Accreditation Council (NAAC) for the assessment and accreditation process of the B.Ed program. The program reflects our unwavering commitment to academic excellence, innovation, and holistic education. Through this comprehensive self-evaluation, we have critically examined every facet of our program, identifying strengths and areas for improvement.

**Our journey in crafting this SSR has been a collective endeavour involving dedicated teachers, proactive students, and supportive stakeholders. It is a testament to our transparency, accountability, and eagerness to uphold the highest quality standards in teacher education.**

**We take immense pride in showcasing our program's robust curriculum, learner-centric pedagogies, practical immersion opportunities, and emphasis on ethical values. The constructive insights garnered during this introspective process will undoubtedly guide us in enhancing our program's effectiveness, relevance, and impact.**

**As we eagerly await the NAAC's assessment, we remain committed to continuous improvement, aligning our efforts with the evolving needs of the education landscape. We thank NAAC for its crucial role in promoting quality education across institutions.**

**We eagerly anticipate the NAAC's validation of our commitment and look forward to the opportunities for our program's growth and transformation.**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
1.1.3	<b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b>  <b>1. Website of the Institution</b>  <b>2. Prospectus</b>  <b>3. Student induction programme</b>  <b>4. Orientation programme for teachers</b>  Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above																								
1.2.2	<b>Average Number of Value-added courses offered during the last five years</b>  <b>1.2.2.1. Number of Value – added courses offered during the last five years</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>8</td><td>8</td><td>5</td><td>5</td></tr></table>  Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>8</td><td>8</td><td>8</td><td>5</td><td>5</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	5	5	2021-22	2020-21	2019-20	2018-19	2017-18	8	8	8	5	5
2021-22	2020-21	2019-20	2018-19	2017-18																					
8	8	8	5	5																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
8	8	8	5	5																					
1.2.3	<b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b>        <b>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>80</td><td>120</td><td>75</td><td>50</td></tr></table>  Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>80</td><td>120</td><td>75</td><td>50</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	120	80	120	75	50	2021-22	2020-21	2019-20	2018-19	2017-18	120	80	120	75	50
2021-22	2020-21	2019-20	2018-19	2017-18																					
120	80	120	75	50																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
120	80	120	75	50																					



1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <p>1. <b>Provision in the Time Table</b> 2. <b>Facilities in the Library</b> 3. <b>Computer lab facilities</b> 4. <b>Academic Advice/Guidance</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p>1.2.5.1. <b>Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>161</td><td>136</td><td>147</td><td>99</td><td>50</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	161	136	147	99	50	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
161	136	147	99	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Data updated as per supporting documents.</p>																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>39</td><td>62</td><td>57</td><td>32</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	61	39	62	57	32	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
61	39	62	57	32																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

61	39	62	57	32
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2.2.2	<p><b>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</b></p> <p><b>1. Mentoring / Academic Counselling</b></p> <p><b>2. Peer Feedback / Tutoring</b></p> <p><b>3. Remedial Learning Engagement</b></p> <p><b>4. Learning Enhancement / Enrichment inputs</b></p> <p><b>5. Collaborative tasks</b></p> <p><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></p> <p><b>7. Multilingual interactions and inputs</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>																				
2.2.3	<p><b>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</b></p> <p>Answer before DVV Verification : Only when students seek support Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p>																				
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b> Answer before DVV Verification : 8 Answer after DVV Verification: 8</p>																				
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b> Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>3</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	3	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	

2.3.3	<p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p> <p><b>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b></p> <p>Answer before DVV Verification : 83 Answer after DVV Verification: 0</p>
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> <li><b>3. Internship</b></li> <li><b>4. Out of class room activities</b></li> <li><b>5. Biomechanical and Kinesiological activities</b></li> <li><b>6. Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. 'Book reading' &amp; discussion on it</b></li> <li><b>3. Discussion on recent policies &amp; regulations</b></li> <li><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></li> <li><b>5. Use of media for various aspects of education</b></li> <li><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li><b>1. Organizing Learning (lesson plan)</b></li> <li><b>2. Developing Teaching Competencies</b></li> <li><b>3. Assessment of Learning</b></li> <li><b>4. Technology Use and Integration</b></li> <li><b>5. Organizing Field Visits</b></li> <li><b>6. Conducting Outreach/ Out of Classroom Activities</b></li> </ol>

	<p><b>7. Community Engagement</b></p> <p><b>8. Facilitating Inclusive Education</b></p> <p><b>9. Preparing Individualized Educational Plan(IEP)</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: D. Any 2 or 3 of the above</p> <p>Remark : Data updated as per supporting documents.</p>
2.4.2	<p><b>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</b></p> <p><b>1. Formulating learning objectives</b></p> <p><b>2. Content mapping</b></p> <p><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></p> <p><b>4. Identifying varied student abilities</b></p> <p><b>5. Dealing with student diversity in classrooms</b></p> <p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: D. Any 2 or 3 of the above</p> <p>Remark : Data updated as per supporting documents.</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <p><b>1. Workshop sessions for effective communication</b></p> <p><b>2. Simulated sessions for practicing communication in different situations</b></p> <p><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></p> <p><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></p> <p>Answer before DVV Verification : E. None of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p>

	Remark : Documents provided by the HEI are not sufficient
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Teacher made written tests essentially based on subject content</li> <li>2. Observation modes for individual and group activities</li> <li>3. Performance tests</li> <li>4. Oral assessment</li> <li>5. Rating Scales</li> </ol> <p>Answer before DVV Verification : E. None of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : Data updated as per supporting documents.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. Preparation of lesson plans</li> <li>2. Developing assessment tools for both online and offline learning</li> <li>3. Effective use of social media/learning apps/adaptive devices for learning</li> <li>4. Identifying and selecting/ developing online learning resources</li> <li>5. Evolving learning sequences (learning activities) for online as well as face to face situations</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. Planning and scheduling academic, cultural and sports events in school</li> <li>2. Planning and execution of community related events</li> <li>3. Building teams and helping them to participate</li> <li>4. Involvement in preparatory arrangements</li> <li>5. Executing/conducting the event</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: D. Any 1 or 2 of the above  Remark : Data updated as per supporting documents.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> </ol>

	<p><b>4. Preparation of term paper</b></p> <p><b>5. Identifying and using the different sources for study</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p><b>2.4.9.1. Number of schools selected for internship during the last completed academic year</b> Answer before DVV Verification : 4 Answer after DVV Verification: 4</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Data updated as per supporting documents.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : HEI has provided the documents in local language. IT seems that supporting documents are provided for single input.</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p>

	<ol style="list-style-type: none"> <li>1. Effectiveness in class room teaching</li> <li>2. Competency acquired in evaluation process in schools</li> <li>3. Involvement in various activities of schools</li> <li>4. Regularity, initiative and commitment</li> <li>5. Extent of job readiness</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 1 Answer after DVV Verification: 1</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 54 Answer after DVV Verification: 54</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 51 Answer after DVV Verification: 51</p>
3.1.4	<p><b>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</b></p> <ol style="list-style-type: none"> <li>1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations</li> <li>2. Encouragement to novel ideas</li> <li>3. Official approval and support for innovative try-outs</li> <li>4. Material and procedural supports</li> </ol>

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

Answer After DVV Verification: E. None of the above

### 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:

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	5	6	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	2

Remark : Data updated as per supporting documents.

### 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:

2021-22	2020-21	2019-20	2018-19	2017-18
160	0	125	97	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	0	52	0	48

Remark : Data updated as per supporting documents.

### 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:

2021-22	2020-21	2019-20	2018-19	2017-18
105	0	100	75	50



Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
105	0	100	75	50

3.4.1	<p><b>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</b></p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	4	4	4	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	4	4	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	4	4	4	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	4	4	4	4																	
3.4.2	<p><b>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Answer before DVV Verification : 4</p> <p>Answer after DVV Verification: 0</p>																				
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <p>1. Local community base activities</p> <p>2. Practice teaching /internship in schools</p> <p>3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</p> <p>4. Discern ways to strengthen school based practice through joint discussions and planning</p> <p>5. Join hands with schools in identifying areas for innovative practice</p> <p>6. Rehabilitation Clinics</p> <p>7. Linkages with general colleges</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: D. Any 1 or 2 of the above</p> <p>Remark : Data updated as per supporting documents.</p>																				
4.1.2	<p><b>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</b></p>																				

	<p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b> Answer before DVV Verification : 2 Answer after DVV Verification: 0</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b> Answer before DVV Verification : 8</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9.43</td><td>4.38</td><td>4.53</td><td>6.25</td><td>5.68</td></tr></table> <p>Answer After DVV Verification :</p> <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9.4</td><td>4.3</td><td>4.5</td><td>6.2</td><td>5.6</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	9.43	4.38	4.53	6.25	5.68	2021-22	2020-21	2019-20	2018-19	2017-18	9.4	4.3	4.5	6.2	5.6
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.43	4.38	4.53	6.25	5.68																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.4	4.3	4.5	6.2	5.6																	
4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.5.1. <b>Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</b> Answer before DVV Verification : 60 Answer after DVV Verification: 60</p> <p>4.2.5.2. <b>Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</b> Answer before DVV Verification : 58 Answer after DVV Verification: 58</p> <p>4.2.5.3. <b>Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</b> Answer before DVV Verification : 56 Answer after DVV Verification: 56</p> <p>4.2.5.4. <b>Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</b> Answer before DVV Verification : 53 Answer after DVV Verification: 53</p> <p>4.2.5.5. <b>Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</b> Answer before DVV Verification : 43 Answer after DVV Verification: 43</p>																				
4.2.6	<p><b>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</b></p>																				

	<div>1. <b>Relevant educational documents are obtained on a regular basis</b></div> <div>2. <b>Documents are made available from other libraries on loan</b></div> <div>3. <b>Documents are obtained as and when teachers recommend</b></div> <div>4. <b>Documents are obtained as gifts to College</b></div> <div>Answer before DVV Verification : B. Any 3 of the above</div> <div>Answer After DVV Verification: E. None of the above</div>																				
4.3.3	<div><b>Internet bandwidth available in the institution</b></div> <div>4.3.3.1. <b>Available bandwidth of internet connection in the institution, in MBPS</b></div> <div>Answer before DVV Verification : 200</div> <div>Answer after DVV Verification: 10</div>																				
4.3.4	<div><b>Facilities for e-content development are available in the institution such as</b></div> <div>1. <b>Studio / Live studio</b></div> <div>2. <b>Content distribution system</b></div> <div>3. <b>Lecture Capturing System (LCS)</b></div> <div>4. <b>Teleprompter</b></div> <div>5. <b>Editing and graphic unit</b></div> <div>Answer before DVV Verification : B. Any 4 of the above</div> <div>Answer After DVV Verification: E. None of the above</div>																				
4.4.1	<div><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></div> <div>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7.14</td><td>2.59</td><td>2.43</td><td>4.04</td><td>2.99</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7.1</td><td>2.5</td><td>2.4</td><td>4.0</td><td>2.9</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	7.14	2.59	2.43	4.04	2.99	2021-22	2020-21	2019-20	2018-19	2017-18	7.1	2.5	2.4	4.0	2.9
2021-22	2020-21	2019-20	2018-19	2017-18																	
7.14	2.59	2.43	4.04	2.99																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7.1	2.5	2.4	4.0	2.9																	
5.1.1	<div><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></div> <div>1. <b>Career and Personal Counseling</b></div> <div>2. <b>Skill enhancement in academic, technical and organizational aspects</b></div> <div>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></div> <div>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></div>																				

	<p><b>5. E-content development</b></p> <p><b>6. Online assessment of learning</b></p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 2 or 3 of the above</p> <p>Remark : Data updated as per supporting documents</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li><b>1. Vehicle Parking</b></li> <li><b>2. Common rooms separately for boys and girls</b></li> <li><b>3. Recreational facility</b></li> <li><b>4. First aid and medical aid</b></li> <li><b>5. Transport</b></li> <li><b>6. Book bank</b></li> <li><b>7. Safe drinking water</b></li> <li><b>8. Hostel</b></li> <li><b>9. Canteen</b></li> <li><b>10. Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li><b>1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li><b>2. Details of members of grievance redressal committees are available on the institutional website</b></li> <li><b>3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li><b>4. Provision for students to submit grievances online/offline</b></li> <li><b>5. Grievance redressal committee meets on a regular basis</b></li> <li><b>6. Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : B. Any 5 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p>
5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Monetary help from external sources such as banks</b></li> <li><b>2. Outside accommodation on reasonable rent on shared or individual basis</b></li> <li><b>3. Dean student welfare is appointed and takes care of student welfare</b></li> <li><b>4. Placement Officer is appointed and takes care of the Placement Cell</b></li> <li><b>5. Concession in tuition fees/hostel fees</b></li> </ol>

**6. Group insurance (Health/Accident)**

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

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

5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p><b>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>4</td><td>5</td><td>6</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>4</td><td>5</td><td>6</td><td>5</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	5	4	5	6	5	2021-22	2020-21	2019-20	2018-19	2017-18	5	4	5	6	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	4	5	6	5																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	4	5	6	5																	
5.2.2	<p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <p><b>5.2.2.1. Number of outgoing students progressing from Bachelor to PG.</b></p> <p>Answer before DVV Verification : 27</p> <p>Answer after DVV Verification: 0</p> <p><b>5.2.2.2. Number of outgoing students progressing from PG to M.Phil.</b></p> <p>Answer before DVV Verification : 0</p> <p><b>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.</b></p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 0</p>																				
5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p><b>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>25</td><td>2</td><td>4</td><td>3</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>25</td><td>2</td><td>4</td><td>3</td><td>2</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	25	2	4	3	2	2021-22	2020-21	2019-20	2018-19	2017-18	25	2	4	3	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	2	4	3	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	2	4	3	2																	
5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	10	10	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

Remark : HEI has not provided the supporting documents

**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**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: E. None of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	3	3

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

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

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	9	9	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

Remark : HEI has not provided the supporting documents

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

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

**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**

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

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

Remark : Data updated as per supporting documents.

7.1.3 **Institution waste management practices include**

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

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

Answer After DVV Verification: E. None of the above

7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <p><b>1. Rain water harvesting</b></p> <p><b>2. Waste water recycling</b></p> <p><b>3. Reservoirs/tanks/ bore wells</b></p> <p><b>4. Economical usage/ reduced wastage</b></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents.</p>										
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p><b>1. Encouraging use of bicycles / E-vehicles</b></p> <p><b>2. Create pedestrian friendly roads in the campus</b></p> <p><b>3. Develop plastic-free campus</b></p> <p><b>4. Move towards paperless office</b></p> <p><b>5. Green landscaping with trees and plants</b></p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. None of the above</p>										
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p><b>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>.28</td><td>.23</td><td>.26</td><td>.24</td><td>.23</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	.28	.23	.26	.24	.23
2021-22	2020-21	2019-20	2018-19	2017-18							
.28	.23	.26	.24	.23							



Answer After DVV Verification :

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

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: D. Any 1 of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>161</td><td>135</td><td>148</td><td>99</td><td>52</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>161</td><td>135</td><td>148</td><td>99</td><td>52</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	161	135	148	99	52	2021-22	2020-21	2019-20	2018-19	2017-18	161	135	148	99	52
2021-22	2020-21	2019-20	2018-19	2017-18																	
161	135	148	99	52																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
161	135	148	99	52																	
1.6	<p><b>Number of students enrolled(admitted) year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>110</td><td>50</td><td>88</td><td>67</td><td>37</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>110</td><td>50</td><td>88</td><td>67</td><td>37</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	110	50	88	67	37	2021-22	2020-21	2019-20	2018-19	2017-18	110	50	88	67	37
2021-22	2020-21	2019-20	2018-19	2017-18																	
110	50	88	67	37																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
110	50	88	67	37																	
2.2	<p><b>Number of Sanctioned posts year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

8	9	10	8	7
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.43	4.38	4.53	6.25	5.68

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.5	6.8	6.9	10.2	8.5