SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

PRAVARA RURAL EDUCATION SOCIETY'S PRAVARA RURAL COLLEGE OF EDUCATION, LONI, TAL. RAHATA, DIST. AHMEDNAGAR

LONI, TAL-RAHATA, DIST-AHMEDNAGAR
413736
https://pravarabed.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The all-round development of rural masses is always associated with the education. This was very well understood by late Padmashree. Dr. Vithhalrao Vikhe Patil, the founder of first co-operative sugar factory in Asia, to provide quality need based education to the children of farmer, factory worker and landless labour, Late Padmashree Dr. Vithalrao Vikhe Patil, established Pravara Rural Education Society, at Pravaranagar in 1964. Today it has become one of the leading and multi-dimensional education societies in the state of Maharashtra. To fulfill specific objectives, modern skills in teaching and teaching techniques to promote quality education in rural area, the Pravara Rural College of Education, Pravaranagar was established in June, 1990 having intake capacity of student 50 each course. The college is affiliated to Savitribai Phule Pune University, Pune . College is NAAC accredited with B Grade and 2F, 12B of UGC, Delhi. The College has rich library, computer lab and maintaining the highest possible standard at University examination. Meanwhile time many quality Student Teachers have passed out and are rendering their services in the different part of rural area Curriculum offered by the institution is highly relevant to the present needs of the society and aimed at overall personality and career development of students . The institution is committed to impart quality and value based education to the students, in accordance with post graduation course (M.Ed.) is started in 2010, also the college has started Diploma In School Management (DSM) course in distance mode under Yashwantrao Chavan Maharashtra Open University, Nashik, which help them in gaining knowledge and employment. The institution has highly qualified and experience teachers, well equipped laboratories, library, gymnasium and spacious playground. The institution has NSS unit conducts various extension activities. The Soft Skill Development programme is conducted for overall development of the students. The institution has Earn and Learn Scheme, Book Bank Scheme and Poor Boys Fund for economically and socially backward students. For counseling and recognizing the needs of students the institution has Student Teacher Guardian Scheme. Faculties are actively engaged in research activity. The number of research papers published in national and international journals has been increasing. Institution has administrative and academic building, canteen, multipurpose hall, cycle stand. With an objective of equipping students and teachers to compete in global knowledge based society, the institution has started restructuring every component of education i.e. learning, teaching, research and extension activities to make it more relevant and useful to the society. Students and staff are provided with Lease line internet facility. The management and staff take efforts for quality enhancement and to achieve academic excellence to keep pace with future plans and execute its vision, mission and goals successfully. It helps the students for their vertical academic growth and gaining knowledge.

Vision

The Vision:

Pravara Rural College of Education envisions globally competent, morally responsible, Socially Committed and gighly dedicated students teacher to the Nobel cause of education for rural areas.

Mission

The mission:

- To strengthen Students physically, cognitively, emotionally, psychologically, socially, economically responsible individual through appropriate education and training.
- To inculcate appropriate skills among student having potential to be used as a means of self employment.
- To integrate learning across diverse domains and form linkages with other academic subjects of humanity and communication technologies.
- compensation for other sense of responsibility and adherence the code of ethics fot teacher.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Institutional Strength, Good governance and Management.
- The college is permanently affiliated to Savitribai Phule Pune University, Pune Included under 2(f) and 12 (B) of the UGC Act, 1956.
- The TEI is accredited with 'B' grade by NAAC in 1st Cycle.
- The TEI has offers 1 diploma course and 1 post graduate M.Ed. programmes.
- The TEI has well qualified and experienced teaching staff.
- Well equipped language lab, psychology and computer laboratories.
- The TEI has rich Library with OPAC facility.
- Adequate Infrastructure: State-of-the-art infrastructural facilities, digital Language lab and Smart Classroom.
- Well-developed ICT facilities with 50 Mbps Leased Line Internet connectivity and integration of ICT across the academic and administrative services, and e-governance using Management information System (MIS) and Work Compliance System (WCS).
- The TEI has training and Placement Cell having remarkable placements.
- The TEI is Barrier Free and Inclusive environment, Student support services, Health Centre, women hostels, canteen, and girls' and boy's common rooms and travelling facility.
- The TEI has conducted quality audits on Green and Environment, Energy.
- The TEI has Registered Alumni Association supportive for Student Development.
- The TEI has Collaborations, linkages, and MoUs.
- The TEI has well equipped Multipurpose Hall.
- The TEI has playground, courts and indoor/ outdoor games.
- The TEI has Earn and Learn Scheme for the needy students.
- The TEI has National Service Scheme for the personality development of the students with 100 volunteers.
- The TEI has provides Book Bank Facility for the students.
- The TEI has Spoken Tutorial courses under IIT, Bombay.
- The TEI has makes Interactive programmes like Mentor-mentee.
- The TEI has Organizes National, State level seminars, webinars and conferences.
- The TEI supports for the participation of faculty in national and international seminars, conferences, workshops and symposiums.
- The 5 staff had complited Ph.D. and 3 faculties are persuing Ph.D.
- Excellent contribution trough online education during the COVID-19 pendamic through development and delivery of e-content.

- The 'Sindhu' college magazine awarded continuously three years by Savitribai Phule Pune University, Pune.
- The Faculties are works on the various positions by Savitribai Phule Pune University, Pune.
- The Alumnie of the TEI has working of various respective posts.
- The TEI has provides tution fees concession for the ward of Suicidal farmer.

Institutional Weakness

Weakness:

- The TEI is Un Aided.
- The TEI has not receiving finacial support by the government.
- Limited scope in the revisions and modifications in the curriculum at the institute level.
- The Admission procees is not complited by Government in the stipulated period it will effect of the academic performance.
-

Institutional Opportunity

- The TEI has proposed for Ph.D. research center
- The TEI has applied for Distance Educational Courses under MGIHU, Wardha as B.Ed., MSW, and BJ courses.
- The TEI has Proposed to starts NPTEL Local Chapters under IIT, Madras.

The TEI has Proposed for Atal Innovation Center under NITI Ayog, Government of India.

Institutional Challenge

- To promote the Placement of students for higher education & opportunities.
- To increase enrollment of students for traditional courses.
- To strengthen research activities for faculty and students.
- To receive donations from alumni for social development.
- To establish new programmes to fulfill the objectives of NEP 2020.
- To establish collaborations with various institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Summary

Criteria:- 1 Curricular Aspects

As we know that an effective curriculum as well as its efficient delivery is integral to education and is bestsuited to enable individuals to live human and productive lives as responsible citizens of the society.

Pravara Rural College Of Education, Loni has established a curriculum committee in collaboration with IQAC and staff members of college to plan and implement curriculum in unique manner. Our College is affiliated to Savitribai Phule Pune University, Pune adheres to the curriculum stipulated by it. The IQAC reviews the curriculum through well-documented process, including strategic planning, university academic calendars, college academic calendars,college handbooks, and feedback systems. Suggestions and comments are requested by faculty members anddiscussed during the meetings.

A summary of curriculum opinions is communicated to the university throughfaculty members who are members of the Board of Studies and Academic Council. College occasionally hold curriculum review workshops, seminars. The college is offering two programmes of teacher education that are B.Ed and M.Ed. The students at B.Ed and M.Ed. level have open choice to choose Optional / Elective courses including pedagogy offered by the college. PLOs and CLOs for each programme areclearly stated on the website. By introducing new Value-Added courses, college provides a platform for talent development. Near about 374 students registered and completed such courses during last five years. These courses help students to build their employability skills, professional abilities, health awareness, technical skills, and personality. Through involvement in many events and contests connected to various curricular areas, college gives abundant chances for students to gain and apply information, skills, values and attitudes to real-life situations. Collaborations with reputed colleges are part of the curriculum enrichment. The college has a well-structured feedback forms that are analysed feedback from stakeholders and takes measures based on the findings.

Teaching-learning and Evaluation

In Pravara Rural College of Education, an average of 70% students has taken admission in B.Ed. and M.Ed. courses in the last five years. Out of them, 32.6% students belong to backward classes and the proportion of EWS and disabled students is 1.54%. Remedial teaching, cooperative study and other facilities are provided to the students after identifying their needs in the college. The college has a mentor student ratio of 13:1. Various ICT tools are used in the college for the study-teaching process. The proportion of teachers using ICT in the last five years is 69.44% while the proportion of students is 84 percent. Students use ICT in theory courses, class studies. Activities like special lectures, book reading etc. are conducted in the college to inform the students about the changes in the field of education. The college provides training in lesson plans, assessment skills, use of technology, etc. to develop the skills and abilities of the students. Before leaving for practice lessons and internships, information is provided on setting learning objectives for students, lesson plans, teaching the use of ICT to students with disabilities. Facilitation activities, feedback sessions, workshops are conducted to improve communication skills. Tools such as written examination, observation, performance test, oral examination etc. are used to enhance the assessment ability of the students. Cultural and social activities are implemented in the college to develop the capacity of the students to carry out cultural, sports and social activities. The college uses various assessment tools like library work, field visit, term paper, poster presentation. An average of 7.88% students were for internships in a school during the previous academic year and activities like class teaching,

parent meeting, time table preparation, examination etc. are carried out by students during internship. Students are evaluated by teachers, principals, fellow teachers during the internship. The proportion of faculty in the college is 34.29% of the sanctioned seats. 55.56% of the teachers who received Ph.D. in the last five years. Average experience of college professors is 18.33%. For internal evaluation transparency, activities like putting marks on glass board, personal guidance etc. are implemented. The college has a pass rate of 96.2% in the last five years and 90.65% of students who have secured 70% marks in internal evaluation.

Infrastructure and Learning Resources

- Our Pravara Rural College of Education poses adequate physical facilities as per the NCTE norms.
- The college has built up area of **2648** sq. mtr. spread over approximately **33** acres.
- ICT enabled 04 classrooms, 1 seminar room, 1 Multipurpose Hall,07 method room, Library and Reading Room, ladies and boys separate common room, ladies and boy's separate washrooms etc.
- The college is having fully automatic library with KOHA software which is an open-source integrated library management system. In the library there is 15015 books, with 16 Periodicals.,
- **350000** e-Books purchased by the college and have access 6000 e-journals through N-list
- **148255** /-Rs spend on library and 173 books were added during last 5 years.
- 44 computers, 1 laptop, 5 Printers,1 Xerox Machine, 1 Scanneer,4 LCD projector, sound system, networking with LAN and Wi-Fi connectivity throughout the campus.
- Separate Administrative Office and Examination, NAAC, Record room etc.
- CCTV Surveillance System
- Girl's hostel.
- Fire Safety Wizard
- Canteen
- Security System

Student Support and Progression

Pravara Rural College of Education has very defined mechanism for student support and progression.

Students of B.Ed. / M.Ed. are always engaged in various capability building and skill in enhancement activities. Our college offers various student support facility like a Book Bank, safe drinking water, hostel facility, outdoor documentation facility, transportation facility, canteen facility, first aids, separate room for girls and boys, separate toilet, for girls and boys common rooms and recreational facility.

As well as concession in tuition fees and insurance facility also provided a Student welfare officer is appointed to overc shouldn't welfare and replacement officer to manage the placement sale we offer the guidance to student to prepare net oblique set oblique 8 examination 3 students are qualified in state public NET exam in last 5 years a continuous support is provided through personal health care and medical checkup conference workshop seminars as well as organized time to time 2004 of outgoing students have been place during the assessment period various placement orientations workshops organized by placement sale 8 of outdoor students have continue higher education various sports and cultural events have been organized during assessment period student council along with student represented use in different bodies actually contributes to the proper function of our college significantly to the development of our institution

Governance, Leadership and Management

Governance, Leadership and Management:

The governance of the college is connected with the vision and mission of the TEI. It is based on National curriculum framework (NCP) and National Policy on Education of Government of India, Department of Higher Education.

A well defined, decentralized, participatory organizational structure.

The Pravara Rural Education Society is has well-structured institutional organogram. It works on to realizing the vision mission stated by TEI. Statutory bodies of the college namely, Governing Body, College Development Committee (CDC) Previously known as Local Management Committee (LMC) , and IQAC are regularly reconstituted in accordance with the Maharashtra Public University Act, 2016, GoM, UGC and NAAC. College has 27 well-defined Committees to covering e-Governance, Academics, Research, Code of Ethical Conduct, Environment, ICT, Statuary cells, Maintenance, etc.

The Perspective/Strategic Plan of institute is structured for 2018-2023 and it is almost deployed.

The vision and mission of the institute is the mirror for functions the strategies.

The e-Governance implemented by using updating in Information and Communication Technology and integration in Administration, Finance and Accounts, Student Admission and Support, and Examination, day today lectures, timetable, academic calendar, students profile, in work Compliance System (WCS). It helped to enhance transparency, anticipation, and accountability in the deploying the e-governance.

The TEI implemented important Welfare Measures for Teaching & Non- Teaching staff in huge numbers that is Financial Assistance, Sevakanchi Patpedhi Banking Schemes, Medical Assistance, Provident Fund, Gratuity, Awards, and Career Advancement through training and Promotions. Annual staff evaluation report is filled for increment of each staff.

College is recognized and honoured with certificates and awards for quality processes. Major Quality initiatives institutionalized by IQAC are Quality Audits like AAA, AQARs, Green, Environmental, Energy, Gender Equality and fire Safety; paperless offices, Feedback and Assessment and Evaluation of academic permance done by Savitribai Phule Pune University, Pune regularly. The Teaching & non-Teaching Staff are efficient to use of ICT, e-content development, online education during the COVID-19 pandemic, mapping and evaluation of outcomes etc. The Significant achievements during the last NAAC-accreditation period IQAC takes continuously efforts to bring quality in academic and non-academic area. The TEIs Participation in AISHE survey, MoU and Collaborations, Social Committmets, upgrading in Research and various activities.

Institutional Values and Best Practices

Under the visionary leadership of Dr. Balasaheb Vikhe Patil, Padmabhushan Awardee and with the aim of preparing competent and qualified teachers through teacher training, Pravara Rural College Education was established in the year 1990. Pravara Rural College of Education is affiliated to Savitribai Phule Pune University, Pune and is the only leading rural college of Education in Rahata Taluka. The college has a clean

and green environment for the educational quality and overall development of the students and has a safe and healthy environment for teaching in terms of environment. There are 40 secondary schools of Pravara Rural Education Society and a total of 649 teachers (male teachers - 362 and female teachers - 287) are working. Providing quality education is the main feature of Pravara Rural Education Society. Quality training is organized every year for the principals/supervisors/teachers, working in various secondary schools of the Society. Special training programs are organized for trainees of B.Ed. and M.Ed. to acquire interview technique and communication technique. In the last Three years, 209 students have participated to learn the interview technique. A prescribed Code of Conduct has been prepared for the management, principal, teachers, students, non-teaching staff in the college and daily programs are organized accordingly. Ways of energy conservation, use of energy sources, energy policy to meet energy needs have been initiated in the college. According to the energy policy, instructions are given to the teachers, students and non-teaching staff to follow the rules of energy conservation. Any solid waste generated in the college premises is managed and handled in accordance with the compliance criteria and procedures laid down in the Solid Waste (Management and Handling) Rules, 1990 published under the notification of the Ministry of Environment, Government of India. Water management and water conservation policy is also implemented on behalf of the college. The primary objective is to provide safe and clean water throughout the college premises. Under the Swachh Bharat Mission, students are encouraged by organizing regular activities to maintain a clean and healthy environment in the college. Pravara Rural College of Education emphasizes on leveraging the local environment, local knowledge, community practices and challenges. Various programmes are organized under the NSS initiative to shape the educational experience and meet the needs of the society. The college has been continuously implementing the National Service Scheme since the academic year 2005-06 to develop trainee teachers with social commitment. Guest lectures, street plays, village level activities, public awareness programs, cleanliness drive, tree plantation drive etc. are organized in the NSS camp on behalf of the school. One of the objectives of the vision and mission of the college is to inculcate social awareness among the students and enable them to establish good relations with others.

Research and Outreach Activities

Two teachers have completed research projects worth Rs 11 lakh 40 thousand in Pravara Rural College of Education,Pravaranagar,in the last five years. College provides facilities like seed money, study leave to encourage teachers for research. Activities such as online webinars, MoUs, Rangoli competitions, poster presentations are organized for creativity and knowledge sharing. In the last five years, faculty members of the college have published papers in five UGC CARES. Professor has published 51 papers in various national and international seminars. In the last five years, the college has undertaken 44 outreach activities. The average of students participating in this outreach activity for the last five years is 62.14 percent. The average of student participation in various national programs is 73.37 percent. The college has received eight awards in the last five years in this outreach activity. In the last five years, an average of 38 faculty and students has been linked each year. In the last five years, the college has entered into MoUs with a total of 14 institutions.

Various seminars are organized in the college for research. College provides financial support to students for innovative activities of students. Among the national activities, the college conducts Swachh Bharat Abhiyan every year. For the AIDS Awareness Programme, the college has entered into an MoU with Swayamsprasva Balasram, an NGO that cares for AIDS-affected children. Various innovative activities are organized in the college for gender equality. The college has conducted activities like research projects, internships, practicals and field visits with the institutes with which the college has entered into MoUs. The college conducts various social activities with linked organizations. Also, various activities are carried out with schools. College grants paid study leave to faculty to conduct PhD level research. Along with this, it also approves the registration fee

for participating in various seminars. The college organizes a large number of outreach activities every year to create a sense of community among the students. Students participate in this activity in large numbers. The college works to create social skills among the students through outreach activities. Outreach activities are planned through the NSS unit in the college. The concept of inclusive education is inculcated among the students through the deaf and dumb college located in the college premises.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRAVARA RURAL EDUCATION SOCIETY'S PRAVARA RURAL COLLEGE OF EDUCATION, LONI, TAL. RAHATA, DIST. AHMEDNAGAR
Address	Loni, Tal-Rahata, Dist-Ahmednagar
City	Loni
State	Maharashtra
Pin	413736
Website	https://pravarabed.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Vidya Pandurang Waje	02422-272844	9423787401	02422-272845	vpwaje@rediffmail.com
IQAC / CIQA coordinator	Raju Baliram Morey	02422-272081	8421673445	02422-272845	draju.morey@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-10-2008	View Document
12B of UGC	22-07-2010	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-09-2000	9	College is permanently recognized by NCTE

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	Loni, Tal-Rahata, Dist-Ahmednagar	Rural	33	2648

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,Bed,Education	24	Any Graduation	Marathi	100	100
PG	MEd,Med,Education	24	B.Ed. and D.El.Ed. with Master Degree	Marathi	100	33

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				12			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	2				2				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	5	1	0	6
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	6	3	0	9
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	2	1	0	3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**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	21	0	0	0	21
	Female	79	0	0	0	79
	Others	0	0	0	0	0
PG	Male	14	0	0	0	14
	Female	23	0	0	0	23
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	11	14	11	9
	Female	12	15	18	10
	Others	0	0	0	0
ST	Male	4	4	5	1
	Female	2	3	3	5
	Others	0	0	0	0
OBC	Male	9	11	9	16
	Female	27	18	23	10
	Others	0	0	0	0
General	Male	16	17	12	28
	Female	57	77	64	45
	Others	0	0	0	0
Others	Male	6	3	5	7
	Female	9	7	7	11
	Others	0	0	0	0
Total		153	169	157	142

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College has initiated for the implementing the NEP 2020. We had arranged 01 off line conference entitled as 1. NEP - 2020 on 23 January, 2023, There were 100 Students Teacher and near about 70 School Teachers (Primary, Secondary and Higher Secondary level) were present. We had covered the objectives and steps to implementing it. also discussed the nature and scope of the NEP- 2020 by Hon'ble Dr. Chandrakant Baviskar, Director, School of Education, Swami Ramanand Tirth Marathwada University, Nanded (MS). This conference is inaugurated by Hon'ble Sau. Shalinitai Vikhe Patil The Ex. President of Zilla Parishad, Ahmednagarand The Managing Trusty of Pravara Rural Education

	Society, Pravaranagar, Ahmednagar (MS). 2. Rashtriy Shiksha Nitee- 2020 Aur Hindi Bhasha (National Education Policy NEP) on 14 September, 2023. also the college has allow to the Professor to join and the attend the various seminar and conferences which are conducted at various institutes. The college has published book including various chapters. the title of Book is "Implementation of National Education policy - 2020." The Teachers has published articles on the NEP. These all efforts will help to implement the national Education policy - 2020. It also called a sound step of implantation of the innovative and best policy on the modern India.
2. Academic bank of credits (ABC):	Academic bank credit process has started from academic year 2022-23. Students are enrolled on the ABC portal. The academic Bank of Credit is a system designed to accumulate and store academic credit by students from various educational courses. These credits can often be transferred to fulfill the requirement of degree the exam department of SPPU, Pune has arranged the meeting regarding the implement ion of ABC. The college has implement ABC for students as per the suggestion and guidelines of the SPPU, Pune.
3. Skill development:	The TEI is continuously conducting various skills development programmes for the Teacher Students. It is a path to inculcate various skills among teacher students. The institute also conducting programmes for teachers to inculcate updated skills in education. The TEI is conducting following Skill Development programmes as: 1. Spoken English Skills. 2. Personality Development Skills. 3. Mahindra Pride Classrooms- New Educator Training Programme. 4. Basic Skills of Computer:- "FDP on Introduction to Computer" 5. Interview Skills 6. Social awareness Skills 7. Interview Tricks and Techniques. 8. Teaching and Learning Skills. 9. Micro Teaching Skills. 10. Technology Based Teaching- Learning Skills. 11. Computer Based Teaching Learning Skills. 12. Practice Teaching 13. Computer operating Skills. 14. Team Teaching 15. Health Awareness Programme 16. Ethics in Education. 17. School Administration As per declaration of the Government of India about Skill India Development the TEI is initiated to inculcate above skills among today's youth.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Teacher Training college has been providing higher education through B.Ed. & M.Ed. Course. Marathi language is a medium of instructional language for B.Ed. & M.Ed. course. Which is Mother tongue of overall students the B.Ed. Syllabus includes education for human rights and peace education its aims are to understand the importance of peace of Indian history. Also we have other course is women education having aims as to understand the history women education in India. However M.Ed. Programme includes the subjects such as philosophical and Sociological foundation of education. The Aims of this paper is to Integration of family with our culture and heritage. The college publishing "Sindhu Magazine" Yearly. In this Magazine Students Teacher being creative to wright articles and literature.
5. Focus on Outcome based education (OBE):	OBE is based on teaching learning process. The board of study of Savitribai Phule Pune University, Pune has conducted meeting of all members and asked for the reconstructing of syllabus to make proper framework of each faculty. The SPPU continuously conducting workshops on restructuring the syllabus. The curriculum of each course is based on the aims and objectives of new generation. Further the university is informed to all the affiliated college for to get desirable and as per the demand of the masses to establish a new courses. The university is suggest the the course must carries fieldwork, Project based work, practice based activity to run such new courses. Continuously feedback is focused on students need. the faculty must identify the straighten and weakness in the curriculum and teaching strategy.
6. Distance education/online education:	Yashwantrao Chvan Maharshtra Open University, Nashik is one of the leading and well-known open university. The YCMOU is established in July, 1989. YCMOU is the 5th open university in India. The jurisdiction of YCMOU is spread over the entire state of Maharashtra. The goal of YVMOU is to became a mass varsity. The head quarter of YCMOU is Nashik having 8 regional centers and 1711 Study centers. Diploma in School Management Course (DSM) is running in our TEI. The course is started in 2006 with 60 Intake. The course output is 100% result from the opening of the course. We encourage our faculty members to participate in webinar, seminar,

conferences and FDPs. The faculty of our college delivered many lectures using online platform and social media to develop skills among students. The TEI had conducted FDP Programme in Online mode with the collaboration of IIT, Bombay, under Spoken tutorial. The TEI Started NPTEL Local Chapters MOOC courses under IIT, Madras. The TEI is continuously providing quality education through online and distance mode, to develop rural youth and masses. TEI is also started certificate course in Computer with the collaboration of SIIT, Sangali as 'Certificate Course in Internet".

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes- The Committee is as bellow 1. Co-Ordinator 2. Students Representative 3. Students Representative 4. Member 5. Member 6. Member 7. Member 8. Member 9. Member
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.	The college has established Electoral Literacy Club (ELC). The function of the Club is run as per the guideline of Election Commission of India. This is an awareness programme for society through teacher educator and the staff. The college has arranged various programmes for the social awareness about the election. The college has planned many rallies and street play for it. The college continuously makes awareness about election among society. The college has conducted various activities in extra co-curricular activities like lectures, Street Play, Drama and a series of lecture.
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.	On voter's day, to make awareness among students. On the occasion of voter's dayHon'ble principal Dr. Vidya P. Waje and a local Election Commission Officer were present. The representative of the local Election Commission gave the demo regarding the functions of the EVM machine. The TEI's celebrate 26th of November to raise awareness regarding the democracy or "Lokshahi" and its ethics, duties and responsibilities. We also organized quiz competitions as well as an expert lectures were conducted on the

	topic such as "Lokshahi". The college also organized and managed a release and awareness program among the society in the NSS camp. The college student had managed the rally about election awareness in the village.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The TEI's have been taken initiative for the registration of the all eligible portal for the local community. TEI's all students have been registered in the voter list. The TEI's have been continuously conduct the awareness pledge about election and functions of the election.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	151	162	144	132

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

19-06-2024 11:00:46

2022-23	2021-22	2020-21	2019-20	2018-19
65	79	81	64	65

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	77	75	63	60

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	72	81	80	67

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.94	17.19	18.15	23.79	27.39

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 44

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

As we know that an effective curriculum as well as its efficient delivery is integral to education and is best suited to enable individuals to live human and productive lives as responsible citizens of the society.

Our institution focuses on three key elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Our college being affiliated to Savitribai Phule Pune University, Pune. Strictly follows the curriculum prescribed by our University itself being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders.

Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of Curriculum Development and the committee. Senior and experienced faculty members are members of this cell and take proactive steps to enrich the curriculum by figuring out loop holes in it, if any. The meetings are conducted periodically by the Principal of the institution and Members of the cell. It is done to review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society. The proceedings of the meetings are also recorded and recommendations are made. The same is communicated to the concerned officials of the University along with the recommendation of the Academic Council of Affiliating Body. Decisions of the University are conveyed to the concerned teachers.

Daily routine Performa is maintained by the staff member and the principal does periodic review for the further planning. Curriculum Development Cell also plans for value-added courses as per the needs of teh society. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material for students in the library.

In case, available resources are not sufficient for maxima learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand. Organization of workshop, seminars and conferences by the college is also the part of planning. For this, experts in the field of Education are invited from different colleges. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. The curriculum is transacted using the most recent technologies. Making and delivering ICT-enable digital lesson plans is now required in order to build soft skills in the teaching profession. For the same, the ICT lab has been updated. Students are exposed to technology, the most recent Power Point presentation approach, online course access,

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)

1.1.2

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

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

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response: B. Any 4 of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	13	12	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	13	12	13

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

1.2.2

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	5	5

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3

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

Response: 52.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	88	81	73	75

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**

4.Academic Advice/Guidance

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2.5

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

Response: 20.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	36	20	18	42

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate

knowledge, skills, values and attitudes related to various learning areas

Response:

Pravara Rural College of Education, Pravaranagar offers for the B.Ed. and M.Ed. programs. The Institute provides opportunities to acquire knowledge and skill of a worldwide teacher curriculum to include the core area of teacher beverage components and skill so that the learning areas are focus toward the attitude formation of global curriculum.

Knowledge

the knowledge domain emphasizing on acquisition integration construction analysis synthesis and application are provided through classroom transaction be nurse seminars workshops discussion debates projects assignments field work which direct towards processing critical thinking analytical thinking and effective reasoning to develop cognitive psycho motor abilities learning through multi disciplinary integrated approach for a universal perspectives of Acquisition of knowledge. student are provided conceptual knowledge and application to create representative models and simulation scenario student are ignited with scientific and literary temper to integrate 21 st century skills for different level of school education elementary High School and Junior college levels..procedural knowledge for different level of School Education skill are included in the pedagogical methodology that are Pacific to once chosen specialization .Core subject and methodologies are taught using the demonstration approach where in student are introduced to generic teacher education concept and then it is manifested at different level of school education of flexible teaching approach that embarrass the use of school of thoughts. For example the internship program is bifurcated into observation face and on the job teaching during the observation face student teacher are required to observe master teacher to enter lines the fundamental of teaching skill and capability practical during classroom transaction capability to infer from the what one has learn and applied the acquired computers is to classroom transaction in first semester student are assign to the primary level and the lesson plan reflect on preparation for that specific level. in second year students are assigned to the high school level and work produce for successful completion of this phase is reflected in their output . Final year student are exposed to High School and junior college level 2 rainforest School Education skill specific to their chosen specialization the knowledge skill and attitude are being manifested through the community to studies project undertaken during the course students are provided the theoretical knowledge and the perceptional application of this knowledge that is transitive in the laboratories convened for each course students extrapolate from what they have learn and apply the acquire competency to new situation for instance in the area of educational research the concept of educational research is being taught from both teacher and student point of the view. The word research in meaning new idea, new views etc . After the introduction of the concept of research has taken a new dimension to mean will be and personal space.

Skills-

such as a emotional intelligence critical thinking negotiation and communication skill interpersonal skill ICT call operation with others ITC are introduced in the theory practical and project work in all courses through the add on courses and the Enhancing professional competency course student are exports to the application of this concept and use it in the classroom teaching for example in drama and art students concept from the school content to write script of various skill and computer education activities

(academic and Co-Curricular)like writing article for college Sindhu magazine art work in classroom poster making competitions, debate discussion ,essay writing activities of various club and committees, dance and music are all built in modalities that fine tune student teachers for scientific and literary temper to integrate the 21st century skills.

Values-

same area in the syllabus where design instrument still value in the student or sense of worthless towards the teaching profession and valuing their decision to take up the course at the graduate and post graduate level and interdisciplinary approach is implemented in the core subject.

Reading and reflecting text where in students read the passage reflect upon it and analysis by using the critical reading strategy they are vi reading between lines in this manner student teacher are able to develop language skill as well as critical thinking skills, reflective thought and problem solving skills.

A suggestion to the LMC during the college inspection meeting inspection meeting in the year 2022 was to offer certificate course in soft skills resulting in framing the syllabus for the same.

Being a teacher education institute training teacher in 2 performers and actors is an essential aspect of a teacher personality therefore acting stage craft skin are so superbly included in course 312 personality development program and Drama and Art which augments stimulus variation component during Peer teaching phase .

Similarly enter personal skills are developed through a course title educational management giving student a benefit of becoming entrepreneurship and acquiring managerial skills.

Critical thinking skill is developed inculcate a platform for decision making in the areas of Pedagogical approaches.

Attitudes

educational input sessions competition such as a academic intellectual and co curricular areas are provided to give them opportunities to participate and to develop in the student knowledge attitude values skill of team spirit leadership and communication skill for holistic development .Portfolio(Guest Lecturer) gives student reflection of their previous semester performance both in curricular and co curricular areas for betterment of the same in the semester that follow and also is an indicator of their growth chart and at you to Daniel changes over a period of time in presentation reflective general through light on the progress of their reflection during their two year program imbibing the right attitude and demonstrating it. Group project strengthen the skill of collaboration negotiation and communication in designing instructional plans endless him curriculum teaching in fear groups innovative approaches etc.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

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

Response:

Development of school system the curriculum exhaustively covers the theoretical aspect the programs gives a board perspective of various boards such as Indian school certificate (ISC) secondary school certificate(SSC) Central board of secondary Education (CBSE).

Functioning of various board of School Education. The educational thoughts about Western and Indian thinkers are incorporated in the syllabus family rising the student in epistemological basis of curriculum of the school system preparation of lesson plan differs from board to board student are familiarized with comparative study of curriculum framework syllabus and text books of various board curriculum implementation and evolution under different boards are considered for preparing assessment treated jeans and tools in house innovative lesson exports students to National and international perspectives, enabling them to connect different approaches and promote diversity.

Assessment system-the methodology papers focus on assessment for learning and assessment of learning addressing the achievement record caters to the various forms of assessment of different boards choice base credit evaluation open book test design of rubrics for CCE model are model focusing on diverse boards does aligning with the norms and standards of national and local educational authorities PG student develop and implement program that deal with diversity and inclusivity. Student are introduce to formal and non formal education the philosophies of radical thinkers and alternative system of education such as De-schooling are familiarized to access the possibilities of open School system.

Norm and standards-international differences in choice base credit assessment are analyzed from contain context student are familiarized with the global norms and standards for teaching and evolution o shift from the Western perception of taxonomy of human behavior is precede and the functional differences in Indian classroom are oriented. Academic standards for teaching learning evolution assessment are articulated and revise as per the sustainability of local context changes in teaching methods blueprint question bank rubrics achievement test are all family rise as per the functional differences.

State wise variation-the student teacher are exposed to different logical practices are boards in school

during the internship program, trained to formulate subject Pacific academic standards and teaching learning outcomes..

An international and comparative prospective country wise and state wise variations are family rise in the diversity of school system and assessment patterns western versus eastern philosopher their ideology and approaches are included in the syllabus of philosophy and psychology of education to acquaint the student teacher to understand the foundation function and form of different board and function of international School system with indigenous practices .A cyclic approach is adopted to play student teacher in school of various board in different semester. Provision for in- house transaction of curriculum deliberately parameters to the local background realities to the study type of school, teaching learning style and approaches the diversified requirements of the state at local needs .some of the issues emerged from dissertations, case studies and action research are familiarized with students.

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

1.3.3

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

Response:

Our college established in 1990 the vision ,mission and objectives framed provides holistic education for pre -service teacher. Morning assembly focus on the spiritual realm, the divine gardens required for imbibing spiritual quotient.

All courses are branched out having theoretical as well as practical aspect integrated to skill based teaching learning the core subject and the pedagogy subject are deliver with a cross subject knowledge to bring linkage the EPC which is part of the UG course are design to support cross methodology and cross core paper edess. For improving professional competencies in applying the subject knowledge in real life situation methodology lesson is translated into a drama concept certificates courses are offer to student to understand the its content and functionality which are inter wine during internship program as well as teaching learning. Eg. certificate courses in soft skill spoken English skill basic skill s in counseling guidance and counseling reflects in their capacity building.

The interconnectedness is apparent 'Language Across the Curriculum', the concept of developing language skill by providing multiple environmental extend student knowledge of the second and third language be on the mother tongue the language skill required are applied to course material Research and project work the inclusion of relevant source material prepare student for cross cultural and multilingual demands of a global society student develop lesson plan covering concept that is introduce in a language class to subject class and then practice and applied in the scholastic domain inclusive and gender natural activities are developed for proficiency in handling social issues.

Selection of methodologies and exposure to various boards like as CBSE ICSE are helpful in student to placement for their profession at the post-graduate and undergraduate level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their on educational set-up .

Some of participating activities as following.

 NSS camp

field visit

seminar, webinar, workshop organized by our college on various educational topic. ,,

Institute organize ' Ek gaon Ek Ganpati' cultural activity

college student participated in various program

maintaining a self reflective diary

writing article for the college Sindhu magazine

designing innovative lesson plans

visiting self help groups for in powering women

report writing on values promoted through text books.

 preparation of multiple choice question

open book test.

Organize Guest lecture for various issues in education,

Health Education,

college had organize filed visits.

Optimal learning environments are provided by articulating the finest curriculum for teacher trainer. Books such as open educational resources (OER'S), National program on technology enhanced learning (NPTEL), certificate courses their functionalities are instructed to student to augment their professionalism. Workshop seminar Webinar where organized on NEP 2020 by the institution to understand its framework need an important objectives to see quality and to consider challenges in the field of education .21st century skills are ac accomplished to give the student cutting edge over competitors in their profession and overall holistic personality development.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 70.85

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

2.1.2

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

Response: 38.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	20	14	14	31

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

2.1.3

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

Response: 2.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	01	00	01

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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:

Content Knowledge Test

First year students have to choose first and second method for further academic work. While choosing the first method, the subject which is the degree subject of the students is given as the first method, but while choosing the second method, the subject knowledge test of the students is conducted. This subject knowledge test is given as a method of multiple choice questions. This subject knowledge test is based on the syllabus from class 6th to 12th. This knowledge test is conducted for the students even after admission at the beginning of the year.

Meritorious Student Award

In the opening of the first year, the meritorious students of the previous year are felicitated. In this felicitation ceremony, the students who have cleared the university examination with first, second and third rank respectively are felicitated. They are felicitated with certificate, book and shawl. The outstanding volunteers- one male and one female are honored with Special awards. This felicitation ceremony helps to encourage the first year debutants.

Visit to the library

One day visit to the library is organized for the students admitted in the first year. The purpose of this visit is to create interest for reading among students and to inform the students who are interested in reading about the books in the library. This information is given to the students. The students are given the information about the various encyclopedia reference books available in the college. At the same time, various types of educational materials are provided to the students from the library. The librarians give the information to the students about maps, math sets, various charts.

Induction program

Induction program is organized for the first year admitted students in which the students are introduced in the beginning. Apart from this, the students are also informed about the study and other activities of the college through which the students participate in the Earn and Learn Scheme and National Service Scheme. Alumni are also involved in this program. A successful student of the college is invited as the chief guest in this program. New admitted students are encouraged by this alumnus. In this program, the students are informed about the scholarships offered to the students. Information about available facilities is provided.

Anti-Ragging Awareness

Anti-ragging forms are filled by the students at the time of admission and after all the admissions are completed students are educated about anti-ragging by the faculty of the college.

Identity slow learner and weak learner

Special attention is given to identify and support both slow and advanced learners. The faculty closely monitors the progress of slow learners and maintains regular communication with their parents. Advanced learners are provided with activities and tasks that align with their capabilities. The institution creates a conducive learning environment by promoting peer learning and adapting teaching methods according to the students' needs. The institution has a well-established student academic counseling

process in place. Additionally, students are assigned to faculty members for counseling throughout their course of study.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11.67

2.2.4.1 **Number of mentors in the Institution**

Response: 12

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

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:

Experimental Learning

B.Ed. Students taking admission in the course have a higher proportion of science students. This teaches students the skill of conducting micro-teaching experiments. In this, first of all, science teachers show the students a demo of experiment directing skills. After this, in each micro-teaching group, students take a demo of the experiment. In this experiment experiments are conducted in the syllabus of class VI to class XII. B.Ed. Course code- 103 Learning and Teaching in First Year Psychological Experiments are taken. In this, students are experimented on the elements of psychology, attention, fatigue and study. For this purpose, mirror and moonlit experiment is taken based on the transition of study. While conducting this experiment, the students are divided into groups of 10 and the psychological experiments of the students are conducted according to this group. This experiment is conducted in a psychological

lab.

Experience Learning

Much of the experience in M.Ed. and B Ed courses is imparted in the classroom. It starts with micro teaching. At the very beginning of B.Ed., micro teaching demos are taken to give students hands-on experience of teaching. After the micro-teaching, students are given three 30-minute group lessons of two methods in a total of six bridges in class. Four weeks for B.Ed first year, 16 weeks for B.Ed second year and M.Ed. One month internship is organized for first and second year. During this internship, the students get hands-on experience in the classroom, organizing cultural events, conducting exams, office information, etc.

Problem solving methods

In the second year of the educational research, research is conducted to solve the daily teaching problems that the students face. Analyzing the information, based on the results of the information analysis, the solution to the teaching problem is suggested by the students. While teaching the basic subject of the curriculum to the students, a problem of the curriculum component is created through blended learning. They collect information from various places and present on the problem.

Online Learning

In order to make students proficient in the use of technology, opportunities are provided for B Ed and E-Med students to study online in various ways, in which the use of Zoom, Google Class Room and YouTube are encouraged. College professors upload on room YouTube videos based on syllabus components are made available to students for study B.Ed. 1st year students prepare unit plan results etc. in 111 practical Students use online website Shodhganga to review research material.

Field visit & Participative learning

Field visits are organized for students to complete some elements of teaching and demonstration in the curriculum. Participative learning is embedded in our courses through various methods, tools, and mechanisms, including field-based assignments, visits to relevant locations, group presentations, hands-on exercises, workshops, training sessions, home assignments, quizzes, seminars, expert interactions, and role-playing activities. We encourage students to utilize ICT tools and e-resources to enhance their learning experience.

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

2.3.2

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

Response: 32.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	09	08	02	00

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3

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

Response: 45

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

Response: 63

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

1. **Understanding theory courses**
2. **Practice teaching**

      3. Internship
      4. Out of class room activities
      5. Biomechanical and Kinesiological activities
      6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Working in Teams

B.Ed. and M.Ed. students are mentored and grouped in the college. Students are grouped for micro teaching skills. Students also observe each other's micro teaching demos in groups for micro teaching skills. 109 Teaching Competency Students take two part team teaching which is followed by two students together and Presentations are also accompanied by B.Ed. and M.Ed. students planning their internships in groups. In these internships students organize and plan various cultural programs in groups. Under the guidance of mentors, UG and PG students are organized into groups of 13-15 students to facilitate their academic and professional development. They are encouraged and guided to actively participate in scholastic and co-scholastic events.

Dealing with student diversity

The college continuously strives to inculcate the value of equity and equality among the students, not only considering the socio-economic differences but also considering the intellectual differences among the students as important. Smart students help them.

Balancing Home and work stress

Parents' meeting is organized at the beginning of the first year. In this parents' meeting, the practical work in B.Ed. is informed to the parents so that the parents can understand the scope of the course. Students' opinions are taken into consideration in order to relieve students from stress. Teachers make personal contact with parents regarding the problems of students. During Parent-Teacher Association (PTA) meetings, parents and spouses of student-teachers are briefed about the institution's supportive

role in managing the demands of the program.

Conduct of self with colleagues and authorities

The behavior of the teacher has to be exemplary so that the students imitate the teacher; the students are guided on how to behave as a teacher in the college. It has been determined that the principal is guided on how to behave towards the faculty and non-teaching staff while in the college and also the students are instructed to address each other as sir /madam.

Keeping oneself abreast with recent developments in Education and life

Various national seminars are organized in the college to make the students understand the new trends in education. In these seminars, eminent resource persons inform the students about the new trends in teaching and learning. Birthdays and death anniversaries are celebrated in the college. At this time, students are told about the importance of those great men in their lives. Through various programs, students are informed about the current events in the world.

Projects

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rubrics by the jury during showcasing session and encouraged to reflect on learning experiences gained. The professional attributes developed are team spirit, précising, communicating, decision making, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism

Research

All the M.Ed. students are allotted guides to pursue their dissertation/research work. With continuous guidance by guides, teacher educators who collaborate for the finalization of other related aspects of research proposal and give feedback for the finalization of all topics selected by the PG students.

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

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

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

2.3.7

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

Response:

While planning the inter-residence in Pravara Rural Education College, along with ordinary schools, who is eight kilometers from the college. Boarding is also planned at Dr. Vitthalrao Vikhe Patil Vidyalaya Babhaleshwar. Apart from normal children in this school, deaf and dumb students also organize co-school activities. From this B.Ed. It helps in developing empathy among students. Through this activity, creativity, innovation, intellectual and thinking skills, empathy and life skills are developed in the students of B.Ed.

Although deaf and dumb students are disabled, they have the determination to do something on par with normal children, but they need encouragement and guidance for this. It is necessary to mix with them and become one with them and help them. B.Ed students become one with these deaf students and participate in them. Deaf students need psychological support. B.Ed. Students interact with them on a friendly basis, so deaf and dumb students also interact with them freely.

Women are naturally more empathetic. Therefore maximum number of female students are encouraged while organizing inter-residence in this school. These students take care of the deaf students with a sense of belonging. In the meantime, the study-teaching process is important to them, along with their hygiene and health. During the intership B.Ed. The students of the Deaf students pay special attention to these things as well.

Deaf students need special training in teaching studies, but still B.Ed students do the job of teaching them at their own pace. For this they use various educational materials. This educational tool is prepared by B.Ed students themselves. Through the creation of these educational tools, creativity and innovation in the students of B.Ed. Studying is a big chore for students. B.Ed students try to make this task easier with their efforts. For this, along with the educational materials made by them, the help of various educational materials and machines in the school is taken for their education.

Organizing co-curricular activities is an important activity for deaf students. The inferiority complex is created in them that they cannot play and participate in the competition like ordinary students. In order not to create this disadvantage among the deaf and dumb students, the B.Ed students organize various school activities for the deaf and dumb students. It includes various sports. Deaf students participate in this competition with great interest. In turn, small prizes are given to them by the B.Ed students to encourage them to love school.

B.Ed 2nd year students go for internship in this school for four months. During these four months, he forms a bond with the deaf students. Teaching normal children is easy, but teaching deaf students is a challenge. The ability to meet this challenge is created in the students through this medium. The principal of the school provides an opportunity for B.Ed students to teach these deaf and dumb students every year. B.Ed. This opportunity is provided to the principals to prove their intellectual abilities by teaching the deaf and dumb students, based on their experience of the teaching ability of the students every year.

Technology-based lessons, team lessons and paradigm-based lessons are taken to develop intellectual and thinking skills in students. To enable students to use technology effectively in teaching, B.Ed. The curriculum includes technology based lessons. Students use Power Point presentations in technology based lessons. Some students use overhead projectors. Power Point presentations that students use for technology-based lessons give students an opportunity to use their creativity. Students acquire presentation skills in Power Point presentation which is more in fewer words. Students strive to make their Power Point presentation better than others. Due to this competition among students increases. Images have to be used to convey the content in minimum words. Students develop thinking skills while using these pictures. Students try to get a better lesson by being innovative in power point presentation.

In teacher competency two, students are taught in groups. In team recitation two students perform a recitation together. In group lessons, the student who is good at explanation explains, the student who is good at writing on the board does the writing, which means that the student presents the skill that this student is good at in the lesson. Whether there is a skill or merit component in this, this lesson develops a sense of cooperation among the students. It creates a sense of collective effort to succeed. In team lessons, students try to present their skills to the best of their abilities.

In teacher competency two, students take paradigm-based lessons along with technology-based lessons and team lessons. In paradigm-based lessons, students use paradigm-based teaching methods instead of traditional teaching methods. In this the student uses the concept acquisition paradigm and the advanced organizational paradigm. Through this paradigm, students are helped to develop intellectual and thinking skills. Students have to think about the back heeling of these patterns because the back heeling is different from the traditional back heeling. In the forward organizing paradigm, the lesson content should be presented in summary form at the beginning of the lesson. The student tries to innovate while presenting this advanced organizer. An educational tool has to be used for advanced organizational presentation through this educational tool students try to innovate in the lesson.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

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: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document]
Documentary evidence in respect of each response selected	[View Document]
Data as per Data Template	[View Document]

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/ identification of schools for internship:

Selection of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools. The practicing schools are selected on the basis of the proximity of the pupil teachers' residence to the school, and availability of basic infrastructural facilities.

2. Orientation to school principal/teachers:

After the consent of the school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

3. Orientation to students going for internship

Before the commencement of internship, a brief orientation programme is carried out for the student teachers before sending them to schools to acquaint them with the objectives and modalities of such programme. All students are oriented to be disciplined, regular and to follow the regulations and guidelines given by the school authorities. Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, cultural programme, and organization of school-based and community based activities. Before internship each student gets 06 lesson plans approved by their method teachers. The following programme defined for students during the internship.

For First Year Student-

1. Observe the teaching of experienced school teachers.
2. Develop lesson plans under the guidance of the school teacher.
3. Observe the co-curricular and extracurricular activities organized in the school.
4. Assist the school teacher in her / his day to day work.
5. Conduct lessons in the field.

For Second Year Student-

1. Develop lesson plans and conduct lessons.
2. Develop a plan of evaluation for the unit taught.
3. Know the various types of records are prepared and maintained in the school.
4. Organize co-curricular and extracurricular activities in the school.
5. Observe, give feedback and reflect on the lessons given by peers.
6. Get a feel of total experience of teaching in the school.

4. Defining role of teacher of the institution

The task of teacher supervisor is to assess the pupil teachers' activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. Teachers visit schools for internships. In this visit B. Ed. Attendance of students is checked and discusses with the principal about the students of B.Ed. They check the lesson notes of the students; discuss the planning of cultural program of the students. Teachers guide students if they face any difficulties during the

internship.

5. Streamlining mode/s of assessment of students performance

Internship is evaluated in the manner decided by the university while evaluating the students. Along with this, students' attendance and active participation are also considered while evaluating. First year internship is of total 50 marks and second year internship is of total 200 marks

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

2.4.9

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

Response: 10.83

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

Response: 6

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

2.4.10

Nature of internee engagement during internship consists of

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

8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Teacher Educators:

For monitoring purposes, each school is designated to a teacher. According to strength of pupil teachers it may be more than one. Parenting group faculty present with students on the first day of school on the first day, parenting group faculty, principal and students meet. In this meeting the professor of the parenting group introduces the purpose of the internship and the students to the principal. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Sometimes, one or more student teacher/s is assigned as group leaders who are responsible for timetable adjustments or to resolve other issues during internship and report teacher educators. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

Role of School Principal:

During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. The school principal assigns duties and subjects to student teachers. The school principal, instructs subject teachers to assign classes to student teacher, help them and monitor their classes. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. The principal acts as the main link between the school subject teachers and the internship students of B.Ed. The principal is in constant touch with the professors and keeps them informed. The principal is responsible for keeping up-to-date the attendance

of the students and granting them leave. It is responsibility of concerned school principal to issue internship certificate after ensuring completion of the activities by student teacher.

Role of School Teachers:

Subject teachers guide them with the material as well; they develop teaching aids for better teaching learning process. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. They assign other various duties to student teachers like, checking answer sheets, maintaining attendance register, organization of co-curricular and extracurricular activities, checking home-work notebooks, maintaining classroom discipline etc. l teachers play an important role in providing a perfect teaching experience in internship. After going to school, the teacher informs the students about the tasks to be done as a teacher. Interns are encouraged to organize rallies and seminar on social issues to increase the awareness of the students.

Role of Peers:

Peers perform many tasks such as organizing co-curricular and extracurricular activities in group during this internship period. Peer learning is an important and integral part of learning process of an individual. All the activities are carried out by the students together. It will assist in boosting the confidence of the student-teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 72.38

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

2.5.2

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

Response: 26.32

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

Response: 04

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

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

Response: 9.31

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

Response: 149

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

- College professors participate in various seminars, online webinars, conferences etc. The college organizes seminars and webinars every year. A workshop was organized on 23rd January 2023 to make all the teachers of Pravara Rural Education Institute aware about the National Education Policy 2020. Principals of all primary, secondary and higher secondary schools of Pravara Rural Education Institute were present for this workshop. On this occasion, Swami Ramanand Tirtha Marathwada University, Nanded Head of Department of Education Prof. Dr. Chandrakant

Baviskar was present.

- Apart from this, two professors have published a total of five research papers and articles in the UGC approved journal in the last five years. In 2021 22 two teachers have completed refresher courses three teachers have completed five faculty development programs besides teachers have completed short term courses during 2019 20.
- The faculty members organize seminars, webinars, and capacity building sessions for in-house members (colleagues) in area of interest, expertise leading towards professional engagement. Three online webinars were conducted in the college in NEP-2020 & Hindi Language, Teacher's Day and Learner Center Online Classes. In 2022 23 online webinars were conducted on three topics: how to write a research proposal, Hypothesis in Research, and Reference Style.
- All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes In 2018-19 seven professors have published papers, while in 2019-20 nine professors have published papers and in 2022-23 three professors have published chapters in edited books.
- College faculty Prof. Mrs. Nayana Autade, Prof. More Raju and Prof. Kharat Nisha three professors Ph.D. in progress. Prof. More Raju is working as Area Coordinator of Rahata Taluka of NSS Department.
- The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction, marks obtained during internship that are sent in sealed covers are analyzed for students' performance.
- **Staff Academy**
- Pravara Rural Education College organizes Staff Academy every year. It collects the topics to be presented by each professor in the Staff Academy at the beginning of the academic year and then every Monday the teacher presents the topic to all the other teachers. The professors are advised that these topics will be innovative and academic while presenting them. Through this staff academy, the professors of the college impart the knowledge they know to others.
- **Sindhu Magazine**
- Sindhu every year through college Magazine is published in this magazine along with the students the professors of the college publish their writings on various subjects. College professors have an effective means of expressing their thoughts in writing. This Sindhu Magazine has won the Savitribai Phule Pune University Best Magazine Award in 2013-14, 2014-15, 2015-16.

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

2.6 Evaluation Process

2.6.1

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

Response:

Pravara Rural Education College and Savitribai Phule Pune University conducts consistent assessment of students as per the rules, the college tries to keep variety in the assessment.

Preparation of Academic Evaluation Calendar

At the beginning of the year practical work is planned by the entire faculty. In this the practical guidance is planned and when the practical is to be submitted.

Micro Teaching, Bridge lesson and simulation lesson

The evaluation of B.Ed students starts at the beginning of the course through micro teaching. Students get teach and re-teach in micro teaching. It is evaluated by the teacher through observation. Bridge lesson and simulation lesson are evaluated through observation. In this, teachers suggest good things and positive things to students.

Practice lessons and internships

Practice lessons and internships are planned in various schools .Practice lessons are evaluated through observations. Students gain teaching experience in a classroom environment by delivering a total of six practice lessons. For the first year, three lessons are for each teaching method, and for the second year, two lessons are for each method.

Cultural programme, Social service and ICT practical evaluation

The number of times a student attends and participates in community service and ICT activities in cultural programs throughout the year is also evaluated. Critical Understanding of ICT: Student teachers complete modules enlisted in the INTEL program approved by Savitribai Phule Pune University. They work alone or in pairs for the practical aspect. Co-curricular Activities and Social Services: Student teachers organize and participate in co-curricular, extracurricular, and social service activities arranged regularly throughout the year in the college

Core Subject Practical

 B. Ed. Students are given a demonstration of the basic subject. This demonstration is evaluated based on how the students perform in written form. Along with this, the activity has to be completed in the course subject. For that, PPT presentation, seminar presentation, homework, library note, poster presentation is included. BED 101 to BED 107 & 201 to 205: For Continuous Assessment, three activities are organized during the year for each of these courses. One activity is dedicated to practical work; another activity involves a written examination. For the third activity, students can choose and complete any one activity from a range of options such as Multiple-Choice Questions, Quiz, Presentations, Field Visits, Projects, Seminars, etc. For the Courses BED 106 & BED 107, the internal evaluation includes Practical Work given under each course and a Written Examination.

Internal Exam

Mid Term Exam of first and second year students is conducted once in a year. This exam is conducted as per the format of university examination. Finally, the students take the university examination in this way the students are evaluated throughout the year.

Practice lessons (6 lessons): Students gain teaching experience in a classroom environment by delivering a total of six practice lessons. For the first year, three lessons are for each teaching method, and for the second year, two lessons are for each method. These lessons are conducted in secondary schools and higher secondary levels.

Introduction to Internship: A four-week internship program is organized for the first year for field experience. A 16-week internship program is also organized for the second year.

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

2.6.2

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

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

Response: E. None of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination is planned through the college considering the student as the focal point in the examination. Usually 15 days before the examination, the professors are given instructions about the question paper and the model answer is drawn along with the question paper so that there is reliability in checking the answer sheets of the students.

Instructions and timetable are given to the students usually 10 to 15 days before the commencement of the examination. If the students have any problems regarding this exam, their applications are called for, those applications are discussed with the principal and decisions are taken. A table and chair were provided.

During the period of COVID 19 when it was not possible to give paper to the students directly from the college, on the request of the students, the students were divided into 10 groups.

In covid19, the exams of Savitribai Phule Pune University were also conducted online, the students were not aware of the online exams, so they were informed through zoom lecture on how to take the online exams of the university. During the pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, for example link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts. The chief examiner dealS with the grievance that is addressed and resolves the issue in 10 minutes.

Due to the rural area, the range of mobile phones was difficult in many places. For those students who did not have mobile range in the area, the students were given facilities to sit in one class in the college. The class was sanitized for the students who were facing difficulties in opening the online question paper. Problems solved.

Examination Grievance Redressal Mechanism and Procedure: The College has established a well-organized mechanism for the redressal of examination 1.Students raise their grievances to the College Examination Officer. The officer examines the grievances and determines their nature.

2. If the grievances are of a normal nature, positive discussions take place between the College Examination Officer and the students. A decision is taken in the best interest of the student after the discussion.

3. If the grievances are of a major nature, the College Examination Officer submits the relevant grievance to the Examination Grievance Redressal Committee. The committee positively discusses the complaints received and, if necessary, takes a decision in the best interest of the student after consulting with the concerned students.

Some fans and lights in the classroom were switched off during the internal examination. On the complaint form of the students, the fans and lights in the classroom were repaired.

After the result of the university examination, the students are guided to fill the form and if there is any change or mistake in the name of the students in the result, the said result is changed by the university.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.4

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

Response:

The academic calendar is planned in the college every year at the beginning of the academic year according to the rules decided by the university. Before planning the academic calendar, the planning of the department which the professors of the college have is called for. The academic calendar is made according to the plan.

While making the academic calendar, first year B.Ed. and M. Ed. and second year B.Ed. separate academic calendar is prepared for them. This academic calendar includes month working days, holidays details, academy activities co- curricular activities, other. Information is provided.

In which month in the academic calendar the micro teaching practicum lesson and internship will be conducted. Along with this information, when the internal examination of the first and second year will be conducted in the college is planned and also the period from which the students have to submit the practical is also planned in the academy calendar.

This Annual Assessment Calendar is prepared along with the Academy Calendar. A calendar is prepared so that the students can be evaluated consistently and there is no confusion while giving them practical work. In this assessment calendar, each subject teacher is going to give a demonstration of his subject, on which day he is going to guide that demonstration, and on which day the students should submit this demonstration is planned in this assessment calendar. This Annual Assessment Calendar is posted on What'sApp group for information to faculty and students.

Projects – The dates for orientation, conduct, showcasing and submission of the projects semester-wise, are clearly indicated in the academic calendar. For the M.Ed. programme during Inter-Semester Break (ISB) after each semester, students complete their dissertation work and practical works related to the projects prescribed.

Here are the key points regarding the internal evaluation calendar and activities: 1.Internal evaluation work for compulsory subjects in the B.Ed. course begins at the start of the academic year. Practical work and activities related to these subjects are expected to be completed two months prior to the university

examination. The internal work for compulsory subjects is mainly scheduled from July to March. 2. In the first year of the B.Ed. course, students gain real teaching experience through workshops such as Micro Teaching, Integrated Lessons, Team Teaching, Models of Teaching, and Technology-based teaching. The internal work for B.Ed. first-year courses 108 to 110 is scheduled from August to the end of February in the calendar. 3. Practice lessons and student services, which provide students with practical teaching experience, are conducted from November to March. This applies to both first-year and second-year B.Ed. students.

The Academic calendar is reviewed by the IQAC (Internal Quality Assurance Cell) before being uploaded to the college website. At the beginning of the academic session, students are informed about the academic calendar, and it is prominently displayed on notice boards and strategic locations within the college. The College-level academic calendar helps faculty members plan their course delivery, research work, academic activities, and co-curricular activities. It assists them in supervising and monitoring the syllabus completion and planned extra-curricular activities.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

B. Ed. The college tries to complete the program of the curriculum prescribed by Savitribai Phule Pune University through learning outcome study teaching, practical work, field visits and evaluation. Subject knowledge of the students from the perspective of education core courses subject knowledge, growth and development of the child, study-pedagogy, methods of evaluation, values mentioned in the Constitution of India, these factors B. Ed. are instilled in the students of Through practical work of Perspectives of Education Core Course B. Ed. Work is done to achieve program learning outcomes. For this subject wise practical work is given to the students. Assessments are conducted and activities are conducted according to their subject. Specialized Courses Through optional courses, the content knowledge of the subject is enhanced among the students. Along with this information is given about the teaching methods for their subject.

Teaching skills are developed in students through Practicing for Constructive Teaching Learning. For this, micro teaching, Bridge lesson, practice lesson, introspection are practiced by the students. ICT usage skills are created in the students through instilling professional capacity. Along with this, the college organizes cultural programs to develop the ability to plan cultural programs among the students. Social service activities are implemented to create a sense of belonging in the students towards the

society. Reading and counseling are demonstrated to develop interest in reading among students. Understanding of Self is demonstrated to develop self-evaluation skills in students Basics of Research is demonstrated to develop clinical attitude and research attitude in students. In this demonstration, students try to solve various problems they face in their daily life through research. The subject of Drama and Art Education is taught to the students to develop an interdisciplinary approach to the students.

B. Ed. The curriculum defines learning outcomes for each course. These courses are taken subject wise by students to achieve learning outcomes. Students' course learning outcomes are measured through this practical work. Apart from this, activities are conducted for each subject. In that M. C. Q., includes seminar presentation, field visit, assignment. An internal examination of 80 marks is conducted for each subject and course learning outcomes are measured for the evaluation of this examination.

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

2.7.2

Average pass percentage of students during the last five years

Response: 95.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	77	75	63	60

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

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:

The evaluation process is carried out at various stages to properly examine the program learning outcomes and course learning outcomes decided by the college as follows.

Practical evaluation

B.Ed. Demonstration is an effective means of determining whether program learning outcomes and course learning outcomes have been achieved. B.Ed. and M.Ed. Micro-teaching is planned to develop the teaching skills of the students in order to make is a given better teacher.

After completion of fine teaching skills, whether the student can take the 30 minutes lesson well or not is checked through observation of bridge lesson, simulation lesson. Along with traditional teaching, students are guided to take technology lesson, team lesson and paradigm based lesson.

After all lessons, students get other experience in school along with teaching, students get to know the office records of the school and practice organizing cultural programs are also evaluated, it is expected to make a well-rounded teacher.

B.Ed. Program Learning Outcomes and Course Learning Outcomes are also checked through the practical work of the basic subjects in the syllabus. These visits help in achieving the objectives of the course.

In order to develop computer knowledge in students, the students are given the actual work of ICT.

Social service and cultural programs are organized in the college so that the teachers who are produced from the college should understand the value of the Indian Constitution to be social workers.

The projects included in each of the semester are a rich source of learning beyond textbooks which is meticulously planned. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC. The professional capacity building through the paper EDN 209-Understanding the Self has made students attain social sensitivity, emotional intelligence, self-assessment strategies. The projects included are a rich source of learning beyond textbooks is planned.

The institution employs a variety of assessment methods to evaluate students' performance. These methods include written examinations, assignments, practical assessments, classroom observations, reflective journals, presentations, and group projects. Each assessment is designed to measure specific cognitive and professional attributes associated with the PLOs and CLOs.

Internal evaluation

Every year in college B.Ed. and M.Ed. Internal examination is conducted for first and second year students of the college. This exam helps students understand the extent to which they have acquired the philosophical foundation they need to become a teacher. A grading system is used to quantify and document students' performance on learning tasks. The institution follows a standardized grading system that assigns letter grades, grade points, or numerical scales to reflect the students' level of achievement. The grades are determined based on the extent to which students demonstrate the desired cognitive and

professional attributes outlined in the PLOs and CLOs.

Organizing activities

In order to develop effective teaching skills in the students, the college organizes various activities for the students, including seminars, presentations, MCQs, PPT presentations, cultural events.

Feedback form

An online feedback form is filled by the students to evaluate the course. Information is taken from this syllabus.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 73.85

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

Response: 48

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

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

Response:

Micro Teaching

Students are given a five-minute demo of micro-teaching, in which students are initially tested by the back-to-back teacher. Students perform a micro-teaching demo after being checked back by the teacher. Professors evaluate students while presenting these demos. In that evaluation, the teacher informs the students where the student fell short while taking the micro-teaching demo. The teacher recognizes the needs of the students, keeping in mind the errors in the microteaching, and the teacher knows what further guidance the student needs in the microteaching skills.

Simulation Lesson

In simulation lessons, students present a 20-minute lesson combining all the micro-teaching skills. These lessons are monitored by the professor. Accordingly, the student is guided as to which skill the student needs to improve. After the simulation lesson, the students have to go to the school for the practice lesson. Due to this, the students are guided according to what they need to improve in the lesson by looking at their simulation lesson to get the practice lesson right

Practice Teaching

In college, students go to actual school and take practice lessons after the subtle lessons. This practice lesson is evaluated by the professor. Before taking the practice lesson, the method master checks the lesson heel. After examining the back heel, the students are informed about what needs to be improved in that heel. Students practice back heel changes accordingly. After taking the practice lessons in the actual classroom, the professor gives suggestions to the students to improve the practice lessons by identifying the mistakes left in all the lessons.

Internal Exam

Students who scored low marks in the internal examination conducted at the college level are guided. From the answer sheet, the professor observes which element the students found difficult. In classroom teaching, the professor revisits that element. Also students are guided individually. Students are guided how to write the answer sheet how many words to write the answer to the question.Students who get low marks in the subject in the internal examination are retaught. Remedial teaching is planned for the students by identifying their subject comprehension needs. Through remedial teaching, students are taught according to their needs.

Practical Work

Students are given different practical work of teaching subject. This includes seminar presentation, ppt presentation, and field visit report. During this practical work, where the student falls short in presentation, guidance is given to improve the practical work keeping in mind his needs. The professor gives instructions to the students to improve their practical work and presentation. Where the student falls short in the presentation of the demonstration, the professor guides the student to improve. It is guided to the student by identifying his needs according to where he falls short in the practical presentation.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

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: 0.8

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

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

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[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: 3.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.90	5.50	1.00	1.20

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

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
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

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

    1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations

    2.Encouragement to novel ideas

    3.Official approval and support for innovative try-outs

    4.Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	01	01

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

3.2.2

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	00	00	00	1

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

3.3 Outreach Activities

3.3.1

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

Response: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	08	06	10

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

3.3.2

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

Response: 92.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	134	142	135	130

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

3.3.3

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

Response: 91.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	136	140	135	130

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

3.3.4

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

Response:

Objectives of the B. Ed. & M.Ed course are to sensitize students and make them aware of social issues. For this Pravara Rural College of Education endeavors as follows.

1) To awaken and sensitize the students about social problems through demonstration in the curriculum.

B. Ed. Course 101 Practical 'The Impact of Social Media on Child Growth and Development', from these Practical, the effect of social media on the physical, mental and emotional development of students is taken. Through this, the students get to know about the problems that have arisen through the social media of children in every home in the society and the students try to solve this problem.

Various social service activities are implemented in course code 111. In this, activities like cleanliness drive and tree plantation are carried out by the students.

2) NSS Camp -

NSS department has been functioning in the college since many years. A ten day NSS camp is organized every year through this department in a village in the area. Through NSS Camp, students are helped to develop awareness and sensitivity to social issues. Activities like village cleanliness, health awareness, knowing the history of the village are carried out in the adopted village in the NSS camp. Through village cleanliness, students even clean the graveyard in the village. This inculcates a sense of belonging in the students towards rural areas, dispels superstitions, and inculcates a love for cleanliness.

3) Organization of field visit -

Various field visits are organized through the college. While conducting these field visits,

care is taken to create social feelings among the students. In this, every year the college visits the self-motivated Balashram at Sangamner. Through the director of this ashram, Mr. Santosh Pawar, he works to take care of AIDS-afflicted children of women involved in prostitution. For these students, college students provide food, clothing and financial assistance. Helping the marginalized sections of the society inculcates sensitivity in the students.

Along with this, the old age home is visited every year by the college. In this, a visit is made to the old age home at Rajur in Akole taluka. In this visit, information about the Yogasana program for the elderly here and health information is given through the experts.

4) Celebrating birth anniversary and death anniversary -

The college is dedicated to celebrating the birthdays and death anniversaries of national leaders. The entire planning of this program is done by the students. On the occasion of birth anniversaries and death anniversaries of national leaders, students review their work. This makes the students aware of the work they have done.

5) Visit to deaf and dumb school-

There is a deaf and dumb school at a distance of 08 km from the college. The work of treating these deaf and dumb students like normal children is done through the students. After organizing practical lesson and internship in this school, B. Ed students conduct cultural and extra-curricular activities for normal children as well as deaf and dumb students.

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

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

3.4.2

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

Response: 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	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

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:

Pravara Rural College of Education has the adequate physical facility and infrastructure. our College recognizes the importance of physical facilities in creating and effective education environment.

Infrastructure: The institution has a sound Infrastructure with Principal Office, Administrative office, Staff Room, and Class rooms, Seven Method Rooms, Guidance Rooms, Visitors Room, Seminar hall, Multipurpose Hall, Separate Boys and Girls Common Rooms,   ICT Resource Center, Curriculum laboratory, Language laboratory, Art and Craft Resource Center, Gymkhana, Store Rooms, Parking Shed and Multipurpose Playfield, Separate Toilet Facilities for Boys, Girls and Staff.

Administrative office and Meeting Hall: Our Administrative office is very well organized including establishment section, Scholarship section, Account section; Student section. A meeting Hall is available for discussion and co-ordination among staff members

Class Room: The College has specious class rooms Equipped with ICT facilities, internet connection and smart board.

Seminar and Multipurpose Hall: The College has a seminar hall and a multipurpose hall to conduct the workshops, seminars, Guest lecturers as well as cultural activities.

Library: The College has well planed Library which has reach collection of reference books, Text books, Journals, Magazines and e-resources. The library has Separate reading hall with adequate seating capacities. Presently the library has a total collection of 15015 books. The library is computerized with internet facilities offering OPAC as well as N-List Facilities.

ICT Lab: To promote the use of technology, the institute has fully equipped ICT lab with 25 computers.

Language Lab: The language lab is designed to develop student's communication and language skill.

Sport Facility: Our College recognizes the importance of physical fitness so we offer various sports facilities including indoor and outdoor games.

Hostel Facility: We provide Hostel and Mess facilities for Girls.

Campus and Security: Our College has a beautiful garden which creates a healthy atmosphere for learning. CCTV cameras are installed for the security student and staff.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 23.08

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

Response: 3

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

Response: 13

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

4.1.3

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

Response: 13.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.28	0.17	0	0.1	1

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The World first free and open source liibrary system. koha is a fully futured scalable library management system.Primary aim of Koha is to provide an intragated library management tool. covering all major function in a library such as acquisition, biblographic database management user management transactions serial control online and user searching on local and external biblography databases and library portal.

the online public access catalog now friquently synonymous with library catalog is and online databases materials held by a library or group of libraries online public access catalogue (OPAC) or simply a library catalog is a digital databases of mateials such as text files, e-books, e-journals,etc.held by a library of group of library.

the OPAC serves as and online database of Resources held by the library allowing users to search for books and other materials .It futures a powerful search engine that enable users to easily locate resources besed on various fields and parlimentars it provides a users friendly interface that allows teachers and student to brows the libraries catalog search for books, journals article,other materials and access digital resorces such as e-books,e-journals and databases.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

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

Response:

The N-List Project provides access to e-resources to students researchers and feculties from colleges and other benificery institutions through servers search e-journals and e-books.the browers and search interface allows you to search e-journals and back file subscribed under the consortium for register.

The College library subscribe to the UGC's INFLIBNET and N-LIST e-resources aso that remote access is possible students and staff have access to verious collection to books and journals of different publications online, The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during library induction program.

INFLIBNET and N-LIST e-resorces are the softwear the predominantly facilitates access to the library remotely how ever in the event that students and staff are enable to access and alternative is to use access through the college e-mail ande password student are thus able to access UGC and its of affiliated library.

Recently the college has made available to the students and staff access to the library through the college website the enventory off all the books accessioned can be accesssed. This provide the students and staff to ascertain if the material they need is available in the college library.The books have to be checked out physically using the library automated service. Student and feculty are continiously involve in the process of identifying e-books. The e-books thus submitted aqre vetted by the librarian before uploading into the ILMS. All e-books can be availabele for refrencing online withought elimenting the physical check out requirement.More the one users can access e-books simultaneoustly.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

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

Response: 0.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.06	0	0	0.33	0.04

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

4.2.5

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

Response: 18.75

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: 655

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: 629

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: 614

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: 540

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: 487

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

4.2.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Our Pravara Rural college of Education does not lag behind in possessing facilities. To cater the demands and updated facilities for the student ICT infrastructure are in constant change and modification not in terms of hardware but also in software too. The institution has computer and language laboratory with adequate numbers of computer, Advance equipped educational technology lab, Seminar Hall with ICT facilities, Multipurpose Hall with LCD projector and Screen. Our college is in Possession of

25 computers in computer and language lab. The concerned Desktops are running on windows 7, windows 10 operating system. The college has BSNL broadband connection and this facility is accessed in day-to-day work. All computers are supported by 50 mbps LAN and a 500- user capacity Wi-Fi system. All teachers and supporting staff are connected with broadband and Wi-Fi facility.

All teachers are used various innovative teaching methods to make the learning process more effective. Students can discuss their knowledge together with group assignment and PPT. Regular guidance is provided to the all students and their encouraged to restrain their digital suffering in accordance with the syllabus and internal/practical works.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.18

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

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 2.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.53	0.52	1.21	0.04	0.79

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

4.4.2

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

Response:

Pravara Rural College of Education has an established system for maintenance and utilization of physical, academic and support facilities for the smooth functioning of the system various committees like college development committee (CDC), Library Committee, Research Committee, Student Welfare Committee etc. formed every year which constantly monitor and evaluate the requirement maintaining physical academic and support facilities. It is also common practice to receive suggestion and demands from student teacher and faculty member regarding the maintenance of various department as well as infrastructure. The related committee looks after the maintenance /repair and construction work related to the building, Support facilities like pure drinking water, Wash rooms, refilling and replacement of fire extinguisher, Electric Work, Generator etc. All the electric device like xerox machine computers/printers are regularly serviced.

Computer lab has adequate number of computers with updated latest configuration. The computers also loaded with latest Anti-various software. Maintenance of Computers lies with service providers.

The institution provides Science Lab, Computers Lab, Psychology Lab facilities to the students. Stock registers also maintained regularly of all lab.

The institution has well maintained library with KOHA software and has an Advisory committee, which meets at regular intervals to discuss an issue regarding library facilities and services. The library committee works towards improving the overall library infrastructure. The college library subscribed to N-LIST program.

The college authorities pay attention to maintaining the class rooms. All the faculties are free submit their requirements to the principle regarding repairing and maintaining the classroom furniture and other equipments.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 44.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	29	24	42	25

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

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

Response: 38.1

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

Response: 17

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

Response: 1

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

Response: 06

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 1.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

A Student Council is established in Pravara College of Rural Education. As the nature of the college is training oriented, various types of training are provided to b.ed students by the college. As a part of it, students are involved in academic and extra-curricular programs run in the college. For this, a student council has been established in the college. A total of nine committees have been established in it. This includes Principal and Student Development Officer. Last year, Kuhile Aarti, a student, was elected as the class representative. She was responsible for the discipline of the students in the classroom, fixing the uniforms, supervising the students. Also, the students were given the responsibility to convey the problems of the students related to the study and teaching to the principal. Through this, she worked as a link between the principal and the students to solve the problems of the students. Vagh Chhaya was chosen as the cultural representative of the students. This student was given the responsibility of planning the cultural programs that are conducted in the college throughout the year. In this, she did the responsibility of carrying out the cultural program properly throughout the year. Deshmukh Shriram, a student, was given the responsibility as the student head of NSS. He was responsible for assisting the coordinator for the year-long program of NSS, as well as assisting in the camp which is a seven-day NSS camp.

He carried out the responsibility of conveying the problems of the students to the coordinator in NSSCAP. Divte Meghna, a student, was given the responsibility of the examination department. She was responsible for solving the problems related to the examination of the students. Bhosle Shailesh student was given the responsibility of Disciplinary Committee. He properly carried out the responsibility of discipline of first and second year students. Geete Akash, a student, was given the responsibility of practice lesson section. He carried out the responsibilities of obtaining principal's permission for the practice schools, bringing the contents from the school for the students to remove the back heels, correspondence with the schools. Also, during the practice lesson, the task of keeping the attendance record of the students and planning the lesson accordingly was done well.

Dale Shantanu, a student, was given the responsibility of internment. He went to the boarding school and carried out the responsibilities of obtaining permission, attendance of students in the school. Salve Sagar, a student, was given the responsibility of the educational trip. He discussed with the students, decided the place of the trip, collected the trip fee of the students, planned the trip, and Kadlak Pratima, a student, was given the responsibility of earning and learning. In this, the responsibilities of taking daily attendance of students in Earn and Learn Scheme, distribution of work were given.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2

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

Response: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	1	6

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[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:

Alumni association registered in 2010. Aim of alumni association to support college to curricular and curriculum activity. Association is fully associated is Pravara Rural College of Education. Morally culturally and educationally supporting of colleges. Association conduct periodically number of meeting for college growth and development. Both are closely connected with each other. Alumnus of the college is working in different region of Maharashtra. As per expectation of college always ready to invold the various activity of college. All the member of association is jointly working with for the development for the college.

1. Financial support: Association is financially not to so strong but ready to support college curricular or co curricular growth. In the minutes of meetings 200 Rs. As a registration fees and it should be use of poor and needy student as per the college requisition. In the entered year whatever fund is available. Some amount of the fund is utilized for college purpose.

2. Participation in various activities: College is conducting a various activities during the academic year.

For all round of developing student various activities are very useful. College always contact with association and asked demand for the activity. Most of alumni are rendering their services with fully devotion it is success of college and association. College conducted various programme such as birth and death anniversary, celebration of national days, celebration of national leaders, science day, geography day, women's day, induction programme and PRES activity.

Association and college create a good faith and work together honestly and it reflects quality and quantity of college of education. In this way association plays an important role in the growth of college.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Alumni association of Pravara Rural College of Education is registered in 2010. With keeping view in the mind of know status about Ex. student of the college Pravara Rural Education Society is running number of courses by provided quality of Education for rural masses. But what is output ratio of entire system alumni is one of the stake holder of the institutions who support ideas do something's better than expectations.

Science & technology plays vital role to increase the quality of education. Alumni association meet regularly to make more participation to support college of education in different ways association

helps to 1) Economical Support to late Ex. Students of the college.

2) Guidance & counseling is providing individual or cluster base of our college alumnus.

3) Some member of alumni association is working on higher position in educational system such as Head master & Principal and support to institution for placement.

4) Most of the alumni participates in various activities of the college as a chief guest.

Above highlights of the associations contribute growth and development of the college.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:-

The institution is governed by one of the best institutes of India that is Pravara Rural Education Society, Pravaranagar, Tal. Rahata Dist. Ahmednagar which is a renowned name in the field of education. Our Management always encourages introducing job-oriented B.Ed. and M.Ed. courses and motivates faculty members to undertake research activities to update their update knowledge and professional skills. PRES frames the policies and monitors programmes of the institute. The vision of the institution is 'Providing quality education in emerging fields to produce knowledgeable, skillful, cultured and trained educator for social development, contributing to the process of national development'. Pravara Rural College of Education at Pravaranagar started in 1990 under Pravara Rural Education Society, Pravaranagar. The College is permanently affiliated to Savitribai Phule Pune University, Pune. The TEI is also 2F and 12B recognized by UGC. Since 1990, the college (TEI's) made valuable contributions towards imparting education and employment skills to students from rural areas. The Alumni of the college particpate in governance as an important stakeholder.Governance of the institute goes in tune with the vision and mission statements which reflects in participative management.

Vision: Pravara Rural College of Education envision globally competent, morally responsible, Socially Committed and Highly dedicated students teacher to the nobel cause of education for rural areas.

The mission:

- To strengthen Students physically, cognitively, emotionally, psychologically, socially, economically responsible individual through appropriate education and training.
- To inculcate appropriate skills among student having potential to be used as a means of self employment.
- To integrate learning across diverse domains and form linkages with other academic subjects of humanity and communication technologies.
- compensation for other sense of responsibility and adherence the code of ethics fot teacher.
- **Goals:-**
- To provide opportunities for continuing professional development and efficiancy of students teacher.
- To assist teacher to understanding principles, techniques, methods and process of teaching and learning.
- To help teacher to organizing, supervising and participating in curricular and co-curricular activities of the school.

- To help teachers to understanding the nature of the child that is his or her abilities, aptitue instinct, ambitions and intelligence.
-

Our Logo Statment:-

- **Logo of the College:-** **" Sa Vidya Ya Vimuktaye"**
- **Meaning in English:- "Knowledge is one that liberates".**
- **Meaning in Marathi:- "**?? ?????? ????, ???????? ?????? ??? ??????".
- **Meaning in Hindi:-** **"**????? ?? ?? ?? ????? ?? ???"

The institutional distinctive Objectives:-

- To develop critical awreness about the social realities among the students.
- To inculcate rational thinking and scientific attitute amomg the student teacher.
- To use competancie tools needed for being a best teacher.
- To become sensitive teacher about emerging issues such as environment, poupalation, legal literasy and gender equality.
- To use managerial and organizational skills.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The College Development Committee (CDC) is constituted as per 'Maharashtra Public University Act, 2016' with the representatives from management, teaching and non-teaching staff. The CDC ensures effective implementation of academic and administrative policies. The TEI has a functional IQAC constituted as per the norms that includes Members from teaching and non-teaching staff and members from various social fields. Teacher Representatives, a Representative of Administrative Staff, One Nominee each from Local Society, Students, Alumni, Employers. Faculty development plans and queries are discussed in IQAC meetings. Perspective plan with priority to vision and mission statements of the

institute is prepared by the management. In CDC and IQAC teachers are given proper representation to contribute in decision making. The scholarships are provided to the students teacher those who belong socially and economically backward classes. The management also provides scholarship to the wards of suicidal farmer's and parent's. The Institute provides and distributes warm clothes under Dr. Balasaheb Vikhe Patil self finance scheme to those students who are enrolled under The Earn and Learn Scheme students. The TEI supports to the students who are economically poor through Alumni Association fund which is registered with Charity commission. The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. The TEI has decentralization and participative management system. The Principal monitors the Teaching Plans of his/her departmental members. Teachers have right to make adjustments in the routine. They often take the lead in planning seminars, workshops, career counseling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours. They have liberty to introduce creative and innovative measures for the benefit of their students. They can decide on the nature, pattern and duration of special and remedial classes for the students of their department. Apart from the College development Committee the College has IQAC, Exam and Lesson Committee, Language Lab Committee, Library Committee, etc. Throughout the academic year, all the sub-committees participate to resolve the concerning issues for the interest of the institution where every committee member has the freedom to participate in decision making. The students take an active part in the various activities on the campus. This results in the effective and proper execution of the work and promotes cooperation among management, staff, and students.All departments and committees work together to bring overall development and inculcation of teaching-learning skills as well as student welfare. The TEI has various cells for the smooth progression of extension and placement activities like Student Development Board, Skill Development Cell, Alumni Association, National Service Scheme (NSS) Ceremony and Cultural Committee which helps to inculcate different skills, cultural values, practical knowledge and enhancing best qualities for overall development of the students teacher. The renowned Experts are regularly invited to enlighten the students as, creative and sound mind. The examination related decisions are conferred upon College Examination Officer (CEO) who is appointed by the Principal according to the guidelines of Savitribai Phule Pune University.

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

6.1.3

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

Response:

The institution has a well-defined strategy to maintain transperency about finance, administration, academic and other functions. The institute works as per the rules and regulations laid by Central government of India, State Government, UGC, NCTE, DHE, Savitribai Phule Pune University, Pune and

Pravara Rural Education Society.

In the beginning of the academic year, annual financial requirements and budget are submitted by HoDs and chairmen of various committees to the accountant of the TEI. The TEI deploys approved budget for academic and administrative expenses. Purchase process is initiated by inviting quotations, scrutinizing and placing purchase orders by PRES. As per the terms and conditions placed in the purchase order, the purchased goods are checked and verified. The payment is released after this process. Transparency is maintained in all the financial transactions through vouchers and bills paid through bank. The purchase procedure for the grants received from various funding agencies for research is monitored by research committee. There is a system of internal and external financial audit at the end of each financial year.The TEI has received grants and funds from various funding agencies. The funds and grants are regularly audited by internal auditor. The statements of expenditure and utilization certificates are prepared as per expenditure and all the documents are audited by external auditor. Settlement of accounts is done by concerned funding and granting agencies. If funds are not utilized as per the guidelines of the funding agencies, funds have to be returned as per interest policy. If the Objection is raised regarding the unutilized amount, it is settled in the next financial year. The TEI is receiving scholarship from Union Government of India and State Government of Maharashtra. All the financial documents of the scholarship are audited by internal auditors of PRES; all the documents are audited by Chartered accountants of Kadam & Kadam Company, then the chartered accountant compiles report of the related work and ensures the compliances within stipulated period for the submission.

UGC is the funding source to bring development in activities, renovations, academic resources, Major and Minor Research Project Grants. The funds are generated through grants received for NSS, Student Welfare Activities, Seminars, Conferences, Workshops and research activities from SPPU. Revenues are also generated from self-financed courses, tuition fees etc.

The strategy is implemented for resource transference and optimal utilization of resources: Human resources are properly used for the smooth functioning of the institute. Research Committee works to strengthen and motivate faculty and students to indulge in research-based activities and for enhancing the standards of teaching learning to update the skills among trainee or pupil. The TEI has Security staff which is available for 24x7 hours with strict vigilance. Institution ensures optimum utilization of infrastructure for teaching and learning process.The TEI inculcates adequate teaching skills, Tools Techniques, Teaching and Learning methods, Models of teaching, Maxims, ICT skills among Pupil teacher. The TEI has Library, laboratories and departments which are available for students and staff, during working hours.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Pravara Rural Education Society (PRES) is the parent body of the TEI which is at the top of the organization. Pravara Rural Education Society has the higher authority with the rights to frame the policies and programs of the institute. It looks after the overall functioning of the institution.

Institute prepares perspective plan to achieve the goals of higher education. A five year perspective plan

(2018-19 to 2022-23) is prepared according to recommendations given by previous NAAC committee, AAA Committee, NCTE, Savitribai Phule Pune University, Pune and suggestions received from stakeholders.

It includes:

1. Introduction of basics of Computer certificate courses,
2. Establish Research Resource Center,
3. Ph.D. Research Centre,
4. Master of Social Welfare (MSW),
5. Bachelor of Journalism (BJ), and
6. Bachelor of Education B.Ed.
7. increase the CCTV Surveillance system,
8. Promoting faculty to design curriculum,
9. Developing e-content and study material,
10. Organizing national and international conferences,
11. Carrying out Academic and Administrative Audit (AAA),
12. Promote to students for participation in Various schemes as Earn and Learn & NSS activity,
13. Establishment of smart classroom,
14. Involvement of the alumni in overall college development activities.
15. Promoting stakeholders for eco-friendly and green campus.
16. Promote to faculty for participate in Conference, seminars, Workshop etc.
17. Promote to faculty to develop research culture.
18. To conduct Spoken Tutorial Programmes sponsored by IIT, Mumbai
19. To conduct NPTEL's Local Chapter Programmes sponsored by IIT, Madras

The institute has introduced various skill based certificate courses in last five years viz., SIIT, Spoken English Skills, New Teacher Training Programme sponsored by Mahindra Pride class room, Yoga and Meditation, Basics of Share Market, were conducted in the beginning of academic year to the implementation of these courses. The students gained practical knowledge, adequate skills for employment. The institution has successfully organized three national and one state and 4 virtual conference in the last five years.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

The prominent feature of the Institute is its democratic administrative set-up. The working of the institution has been guided and patronized by the eminent dignitaries of the national and state level in their capacities as The Chairman and Managing Trusty for the purpose of execution. The Institute has instituted the posts of the Chief Executive Officer, Additional Chief Executive Officer, Joint Secretary, Directors for Secondary, Higher Secondary & Technical & Non- techniocal Colleges level & the Auditor. The General Body, The Managing Council, The Executive Council, The Board of Life Members and the Accounts Committee settle all issues and define policies for smooth functioning of the institute. Appointments, Promotions and service rules are as per the guidelines laid down by UGC, Government of Maharashtra, Savitribai Phule Pune University, Pune and PRAVARA RURAL EDUCATION SOCIETY, PRAVARANAGAR. The college development committee (CDC) plays a vital role in planning and decision making processes for the staff as well as students. The Principal appoints faculty-in-charge for decentralization of academic and administrative work. The HODs' plan and execute their departmental activities. The IQAC members work positively and contribute for the quality. The principal organizes meeting with IQAC, CDC members for quality enhancement of the college. The TEI has various cells for the smooth progression of extension and placement activities like Student Development Board, Skill Development Cell, Alumni Association, National Service Scheme (NSS), Ceremony and Cultural Committee which help to inculcate different skills, cultural values, practical knowledge and enhancing best qualities for overall development of the students teacher. The renowned Experts are regularly invited to enlighten the pupil's minds as, creative and sound mind. The examination related decisions are conferred upon College Examination Officer (CEO) who is appointed by the Principal according to the guidelines of Savitribai Phule Pune University. The Office Superintendent monitors all the administrative work like admission, scholarship, payments, fees, examination, bonafide certificate, leaving certificate, etc. and also ensures mobilization and utilization of resources and funds from UGC, university and other agencies. Principal acts as a coordinator between staff and the management.

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

6.2.3

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

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

Response: E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

Student Welfare Committee

The Student Welfare Committee works under the guidance of Board of Students' Development (BSD), SPPU.BSD the BSD playing vital role for student's all-round development through various schemes, and also the BSD observing outcomes of the student's development by promoting and co-ordinating such activities. The Student Welfare Committee formed as per the recommendations of BSD, SPPU, Pune, conducting activities such as:

1. Students Development Board.
2. Personality Development.
3. IQAC
4. College Development Committee (CDC)
5. women's grievance redressal committee

The 'Student Welfare Committee' states the annual plan to runs all activities. The following is the exemplification of planning and successful implementation as seen in the **Earn and Learn Scheme** run by the TEI.

Karmaveer Bhaurao Patil Earn and Learn Scheme:

The scheme is at present being undertaken the jurisdiction of the SPPU, Pune.

Functions of the Earn and Learn Scheme Committee:

Committee: The five-member committee was formed for the smooth functioning of the schemes under the coordination of SWO, and she was worked as the Student Welfare Officer (SWO) for the academic year 2022-23. Its significance is that the Pravara Rural Education Society, Pravaranagar initiates to execute the schemes in our college for all round development and economically support to students.

The selected students have been departed and allotted duty in various departments, office and library as per the requirement. The students were assigned duty hours (2hr / 3hr per day) as per their academic schedule. Assignment of work was as per competence like Office work and Library work was given to students, those are compatible to operate the computer with apt knowledge of the computers. The students were given preference to work in laboratories, because they will be familiar with the laboratory work. The Students had also instructed to submit an undertaking ensuring acceptance and commitment form and opening the Bank account for everyone at State Bank of India, Loni Branch.

The committee decided to prepare finalized accounts for audit of Karmaveer Bhaurao Patil Earn and Learn Scheme. All members of committee were informed that the audit will be done as per the directions of BSD, Savitribai Phule Pune University, Pune. There has been instructed to revised in rates of payments from Rs. 30/- to Rs. 45/- . The coordinator and SWO, the SWO had suggested preparing accounts as per revised rates.

The committee reviewed the preparation of accounts for submission of Final Audit which is conducted by SPPU, Pune as central audit. The SWO was asked to prepare the detailed report of each activity of Student Welfare Committee were conducted in annum. The regular meetings of the Student Welfare Committee and its has time to time passed resolutions which have been effected for systematizing working of the committee with respect to the distribution of responsibilities in the successful execution of the schemes and its programmes.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution provides both statutory and non-statutory welfare measures for the benefit of the teaching and non-teaching staff.

The welfare schemes are as bellow:

- The teaching and non-teaching staff avails of casual leave, earned leave, sick leave, maternity leave, paternity leave etc.
- The Institute has avail; Employee Provident Fund and Provident fund fascility for the teaching and Non-Teaching staff.
- The institution encourages and provides funds to faculty for publishing research articles/ papers and patents.
- Duty-leave and financial assistance to attend and present papers in conferences both in India as well as abroad.
- PRES has initiated Raasta Aapatti Kavach Policy under The New India Assurance Co. Ltd. for all staff.
- Loan facility through Pravara Rural Education Society's sevakanchi Sahakari Patsanstha Maryadit, Loni BK.
- The loan is insured against the natural death of the employee and the complete loan amount is waived.
- Nationalized banks provides Personal, housing and educational loan by recomondation of Principal.
- The Institution provides uniforms to non-teaching staff (peon, lab attendant and security guards).
- The following facilities are also provided to employees for efficient functioning: internet facility, Computing facility, Sports and Gym facilities.

Institute has its own Performance Based Appraisal System which is in compliance with the Work

Compliance System and covers the academic and non- academic contribution of the teaching and non-teaching staff. Self-appraisal report is designed for teaching faculty as per the norms of affiliating university. The faculty performance is assessed based on improvement in qualification, punctuality, commitment, teaching skills, student's result, research contribution, participation in faculty development programs, and involvement in various curricular, co-curricular and extra-curricular activities. At the end of academic year, this report is submitted to the respective HoDs for verification. The verified reports are forwarded to the principal for further action. Outstanding achievements-university ranks, additional qualification like NET, SLET, M.Phil., Ph.D. are appreciated. Student feedback is collected at the end of the academic years to review the performance of staff. Confidential reports of the faculty are submitted by HoDs to the administrative office which is forwarded to PRES through the principal. The process of evaluating self-appraisal every year helps faculties to involve in many activities and evolve as a competent teacher. TEI designs self-appraisal report for non-teaching staff. It consists of improvement of professional competence, job description, participation in college committees, participation in examination duties and administrative work. The evaluation is based on self-discipline, punctuality, dress- code and computer literacy. At the end of each academic year, this report is submitted to the office superintendent who forwards it to the principal for further action.

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

6.3.2

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

Response: 44.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	04	00	13	12

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)

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: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	7	01	03	02

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

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: 10.53

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term**

Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	02	02	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

The TEI's has its own performance appraisal system for teaching and non-teaching staff as Work Compliance System and Annual Appraisal Report taken by Pravara Rural Eduaction Society, Pravaranagar

Response:

The PRES has develops its own performance management system as Work Compliance System, Management Information System and Annual Confidential Report of Teaching and Non-Teaching Staff it is essential for improving the organizational standard as well as educational Standard, it also ultimate achieve of the mission, vision and goals of TEI. In line with this objective, The TEI's give Promotion to the faculty by performance checking on Work Compliance System (WCS), Management Information System (MIS) & Performance Appraisal System PRES through Confidential report of Teaching and Non- Teaching Staff.

The assessment of teaching staff's performance is based on several criteria, including their academic qualifications, research experience and training, involvement in research projects, work compliance, Departmental work and Institute level work compliance and publications such as papers in journals, books, or book chapters as well as coordination of various co-curricular and Extra Co- curricular activity. Participation in paper presentations in seminars, conferences, symposia, workshops, teaching and evaluation experience, overall teaching experience, courses taught, and duration of evaluation-related activities such as paper setting, invigilation, evaluation, practical exams, and viva voce are also taken into consideration.

Process of Performance Appraisal System for Teaching Staff:

The process of performance appraisal for teaching staff evaluation through Work Compliance System (WCS), Management Information System (MIS) and Performance Appraisal Report of PRES. Teachers are required to submit Performance Appraisal Report to the Principal. Principal evaluate the all reports

and sent to the society for evaluation and then the PRES release the staff annual increment as per the performance at the end of the academic year. The appraisal report includes role of the Teacher, participation in curricular and extracurricular activities, participation in Institutional or PRES Activities, Academic performance, Last year result, social activities and research activities with supporting documents such as daily academic diaries, certificates, articles, and Work Compliance report by WCS and MIS report.

Annual PAR report in a structural proforma for non-teaching staff:

For non-teaching staff, an Annual Performance Appraisal Report (PAR) is prepared. The TEI's has established its own mechanism to evaluate the performance of non-teaching staff. The principal of TEI collects all the report from the Non-Teaching staff check and sent to the head office PRES. This process is confidential hence principal directly forward reports the management, The management checked out as per the rules and guidelines set by the PRES. The performance of non-teaching staff is assessed based on factors such as professional competence, performance, personal characteristics, attitude towards co-workers, attitude towards the public, and staff-student relations.

This is an effective performance management system for the evaluation of non-teaching staff, the TEI'S aims to maintain and enhance the standards of teaching and non-teaching staff, to promote continuous improvement in academic and non academic work and ultimately contribute to achieve the aims and goals of the Institute.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response: The institution has a well-defined strategy to maintain financial management and resource

mobilization about finance, administration, academic and other functions. The PRES has its own strategy for Internal and external audit of TEI's for financial management and resource management.

The TEI, Pravara Rural College of Education, Loni, is basically self finance Institute, The TEI has running Three courses as Bachelor of Education (B.Ed.), Masters of Education (M.Ed.) affiliated with SPPU,Pune and Diploma in School Management (DSM) in distance mode affiliated by YCMOU, Nashik. The tuition fees of above mentioned courses are the major source of fund/ revenue generation. The course fees are sanctioned by Fees regulatory Authority, Government of Maharashtra and DHE. The other institutes contribute revenue as UGC, PRES, Pravaranagar, Janseva Foundation, Loni, Pravara Institute of Research and Education in Natural and Social Sciences (PIRENE), Loni, Shirdi Sai Rural Institute, Rahata, Pravara Medical Trust, Loni are the funding source to bring development in activities, renovations, academic resources, Major and Minor Research Project Grants. The funds are generated through grants received for National Service schemes (NSS), Student Welfare Activities, National and State level Seminars, Conferences, Workshops and research, Social activities from BOD, Savitribai Phule Pune University, Pune.

In the beginning of the academic year, annual financial requirements and budget are submitted by HoDs and chairman of various committees to the accountant of the TEI. The TEI's deploys approved budget for academic and administrative expenses. Purchase process is initiated by inviting quotations, scrutinizing and placing purchase orders by PRES. As per the terms and conditions placed in the purchase order, the purchased goods are checked and verified. The payment is released after this process. Transparency is maintained in all the financial transactions through vouchers and bills paid through bank. The purchase procedure for the grants received from various funding agencies for research is monitored by research committee. There is a system of internal and external financial audit at the end of each financial year.

The TEI's received grants and funds from various funding agencies. The funds and grants are regularly audited by internal auditor in end of the every month. The statements of expenditure and utilization certificates are prepared as per expenditure and all the documents being audited by external auditor that is Chartered Accountant, Kadam & Kadam Company, Ahmednagar. Settlement of accounts is done by concerned funding and granting agencies. If funds are not utilized as per the guidelines of the funding agencies, funds have to be returned as per interest policy. If the Objection rose regarding the unutilized amount is settled in the next financial year. The TEI's receiving scholarship from Union Government of India and State Government of Maharashtra. All the financial documents of the scholarship will be audit by internal auditors of PRES; all the documents audits by Chartered accountants of Kadam & Kadam Company, then the chartered accountant compile report of the related work and sent the compliances within stipulated period for the submission.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.20	0.30	0.11	0.20	0.13

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)

6.4.3

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

Response:

Response: The institution has a well-defined strategy to maintain transferency about finance, administration, academic and other functions. The institute works as per the rules and regulations laid by Savitribai Phule Pune University, Pune and Pravara Rural Education Society.

UGC is the funding source to bring development in activities, renovations, academic resources, Major and Minor Research Project Grants. The funds are generated through grants received for NSS, Student Welfare Activities, Seminars, Conferences, Workshops and research activities from SPPU. Revenues are also generated from self-financed courses, tuition fees etc.

The strategy had implemented for resource transferency and optimal utilization of resources: Human resources are properly used for the smooth functioning of the institute. Research Committee works to strengthen and motivate faculty and students to indulge in research-based activities and for enhancing the standards of teaching learning to update the skills among trainee or pupil.

In the beginning of the academic year, annual financial requirements and budget are submitted by HoDs and chairmen of various committees to the accountant of the TEI. The TEI's deploys approved budget for academic and administrative expenses. Purchase process is initiated by inviting quotations, scrutinizing and placing purchase orders by PRES. As per the terms and conditions placed in the purchase order, the purchased goods are checked and verified. The payment is released after this process. Transparency is maintained in all the financial transactions through vouchers and bills paid through bank. The purchase procedure for the grants received from various funding agencies for research is monitored by research committee. There is a system of internal and external financial audit at the end of each financial year.

The TEI's received grants and funds from various funding agencies. The funds and grants are regularly audited by internal auditor. The statements of expenditure and utilization certificates are prepared as per expenditure and all the documents being audited by external auditor. Settlement of accounts is done by concerned funding and granting agencies. If funds are not utilized as per the guidelines of the funding agencies, funds have to be returned as per interest policy. The TEI's receiving scholarship from Union Government of India and State Government of Maharashtra. All the financial documents of the scholarship will be audit by internal auditors of PRES; all the documents audits by Chartered accountants of Kadam & Kadam Company, then the chartered accountant compile report of the related work of external audit and sent the compliances within stipulated period for the submission.

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

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:

The TEI's has formed an Internal Quality Assurance Cell (IQAC) for smooth functioning and bring quality in academic and administrative factors. The IQAC was established on 11th June 2011 with the objective of streamlining quality initiatives within the institution, in accordance with the norms set by the National Assessment and Accreditation Council, India (NAAC). It consists of representatives from various academic and administrative departments and committees of the college.

The IQAC is mainly working on to achieve the mission, goals and vision of the TEI's and

PRES, aiming to ensure quality assurance and continuous improvement in various academic and administrative activities. The IQAC organizes regular meetings with faculty members and members of the College Development Committee (CDC) to discuss on various academic and administrative activities. The programmes responsibilities and duties are assigned to related staff members for the effective implementation of it. The suggestions are carried out from all members the IQAC prepares a academic Annual Calendar that include outlines of an activities and events. The all mentioned activities will be conduct in the respective academic year. This includes the allocation of teaching subjects, formation of committees, and distribution of department-wise roles responsibilities to the faulty and administrative staff.

The IQAC instructs to the all department, committee and various cells to prepare department-wise and subject-wise and activity wise annual plan to execute activities effectively. The IQAC plays a vital role to bring quality in academic performance. The IQAC coordinate the meeting to set schedules and agendas of every activity. The minutes of these IQAC meetings are recorded and circulated to all the staff members, department heads, co-ordinator of various cells for proper execution of the activities.

The TEIs conducting various programmes as National Service Schemes, Earn and learn schemes, Br. Jaikar Lecture Series, etc

The IQAC encourages faculty members to participate in various activities, including research, teaching methodologies, financial matters, student support and progression, co-curricular and curricular activities, as well as building community linkages and establishing Memorandums of Understanding (MOUs) with various organizations to work together.

The IQAC takes follow up and evaluate activities conducted by TEI's as the organization of seminars and workshops, and ensures that department-wise activities are appropriately planned, executed, and monitored. The IQAC collects Reports of these activities, along with photographs and feedback forms. The IQAC analyze of the report and feedback forms we assuring to bring positive changes where as suggestions and recommendations of the stakeholders and participants as well as learners.

The Savitribai Phule Pune University, Pune conduct annual evaluation and assessment camp for internal work done by college and assessed students as Practical, internal examinations, curricular, co-curricular and extra-curricular activities. The evaluation and assessment committee moderates all the above mentioned factors and give suggestions, remarks for the academic and administrative excellence.

The TEI's IQAC functioning as per the guidelines set by the NAAC for maintaining the quality in academic and administrative activities and record keeping. The IQAC play a vital role to assuring quality, maintain standard and growth in institutional excellence.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)

6.5.2

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

Response:

Response:

The teaching learning, infrastructural facilities and teaching outcomes are reviewed by IQAC appropriate changes accordingly suggestions.

Review of Teaching Learning Process:

The IQAC prepares and monitors the time table and academic calendar. Deviation from this is brought to the notice of the individual teacher and the head of the department about it. The factual analysis of the Teacher will be done through students' feedback about conducting lecture and effectiveness of teaching of the particular staff. The feedback is taken from students with respect to the teaching learning and evaluation process at regular oral discussion and annual format. The result analysis is an integral part of the review. Feedback is analyzed and outcome is discussed with concerned teacher by IQAC. Internal and External Academic Audit augment the reviewing of teaching, learning and evaluation process. The Department of Education and Extension, Savitribai Phule Pune University, Pune has framed Evaluation and Assessment committee for audit of the teaching-learning outcomes and evaluation process at the end of the semester and academic year respectively. The evaluation and Assessment committee checked out the written practical work, Internship programme, Practice lesson, time table, annual planning of each subject, verify the marks given by teacher to the students. The assessment committee also verify the present of the students. After checking and verification if the record is factual and correct then the committee will allow submit the marks to the university. If the committee seen any type of is variation in the evaluation process they remark to change the particular work. The IQAC reviews the teaching methods followed by the teachers as reflected in self appraisal forms. Keeping up with the emerging trends, IQAC has suggested modern methods for augmentation of teaching-learning process. To bridge the gap between the University prescribed syllabi and job requirement IQAC offers to introduce value added, skill oriented and short term courses for the students.

Structure and Methodology:

For exp.

Advanced Methodologies and Extensive use of ICT components.

The globe turned toward the modern and smart work. The students of the modern era are technically very smart. According to the modern era IQAC suggested to bring modernizing the teaching learning process through implementation of ICT methods and use of advanced teaching learning methods, tools, techniques, maxims, skills and strategies to fulfillment the need of the students. The TEI has established a sound technology lab, Computer lab, Language Lab, Psychology Lab, Curriculum lab, LCD Projector for teaching-learning process.

Outcome: More than 40% of the syllabus is covered through ICT method and advanced teaching learning methods, tools, techniques, maxims, skills and strategies. Use of graphical images, animations, videos of demonstrations and video lectures in day to day teaching is a frequent practice. Teachers also use online resources which offer information with graphical explanations. The extensive use of ICT has made teaching learning process effective by generating and sustaining the interest of the students in the classroom teaching-learning process.

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

6.5.3

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

Response: 0

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

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

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	**View 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	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analyzed and used for improvements.

The IQAC organises various workshop, programmes, seminar and conferences. The IQAC timely conducts meeting and get the report of each programme to improve in the academic excellence.

2. Assessment and Evaluation regularaly done by Savitribai Phule Pune University, Pune for quality improvement.

The Savitribai Phule Pune University, Pune regularaly assessed and evaluat the college work in two time in the year that is semester and anually. Assessment committe veryfy all the documents as administrative,

academic, curricular, co-curricular and exta-co-curricular. The academic work is evaluated on the basis of academic work distribution, work progression, and work completion. The Committe varify the evaluation of Curricular activities, co-curricular activities and extra- co- curricular activities marks and grade. The assessment committee remarks when record seen best. The college achieved remark as 'Best' from the Assessment committee ragularaly. The quality graph of college is keeps up by external evaluation process.

3. Academic Administrative Audit (AAA):

The Goverment of Maharashtra and Directorate of Higher Education and SPPU evaluate an administrative, academic and curricular activities. The Academic Aministrative Audit committe visited TEIs on 21/11/2022. verified academic, administrative and curricular record. The committe had gave suggesstions for improvement and remarked best. the detailed report attached.

4. PAR by NCTE:-

The College had submitted Performance Appraisal Report on 31/12/2019 and 2021 to maintain the quality in academic and administrative functions.The Detailed report is attached.

1. Up gradation in Traditional Classrooms to Digital Classrooms: The College has upgrade from traditional classrooms to digital classrooms. The college has established RCC lab for promoting the research culture in 2018. In the first phase of the NAAC first cycle, the Internal Quality Assurance Cell (IQAC) implemented suggestions from the IQAC and Curriculum Development Committee (CDC) to upgrade technology for new generation. The College has six LCD projectors, Power Point presentations course material developed for teaching of each course and you tube channels.
2. The college has work compliance System for daily report in online mode. The lecture, activities, attendance record of the students, monetary system and mentor system is working to grow the work culture.
3. The College has been continuously efforts for the society and conducting awareness programmes under cultural activity and National Service Schemes as,

1. AIDS, Awareness Programme.
2. Voter Awareness Programme
3. Water conservation activity. CCT Construction.
4. Street plays on various social issues
5. Organized health Blood and Hemoglobin check up camp
6. Awareness lecture series.
7. Awareness programme about Clean India Mission
8. Blood Donation Camp
9. Har Ghar Tiranga campaign.
10. Education Trip
11. Fort Conservation Activity
12. Tree Plantation Activity
13. Indian Constitution day
14. Staff Academy

Such types of programmes inculcate Indian culture among youth.

Above activities show institutional growing graph its indicate improvement, to update, upgrade and academic excellent.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Institution has started energy policy streaming ways of energy conservation, use of alternative sources of energy for meeting its power requirements. Trainees and staff of our college have been successfuly in preparing seminar presentations on ways of energy conservation. The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines. Pravara Rural College of Education has established the alternate energy sources in the form of 2KWt Solar Power plant. Pravara Rural College of Education energy policy also has taken efficient energy management and conservation through good established procedures specified in its Policy.

The Institution has a green generator and LED lights have been used in different places. The issue of energy conservation is seriously discussed in the various meetings of the faculty and brainstorming discussions on ways of saving energy like the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use. We give preference to manual equipment rather than electrical ones. The back side of used pages is reused for official works. All rough works are done in these unused pages thus saving papers and conserving energy resources.

Pravara Rural College of Education is committed to functioning in a manner that reduces its carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are economically viable too. The faculty, students and other staff are fully acquainted with this policy and implement it properly.

Right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. Leaking taps are repaired immediately. A good percentage of the power requirements of the college are made by the renewable energy sources. The college campus has solar lights on its streets. This helps in energy conservation. The classrooms are all well ventilated with natural light coming in from huge windows. LED lights and energy saving lights are used in the college.

FINDINGS OF GREEN AUDIT –

The college has adopted the 'Green Campus' system for environmental conservation and sustainability. There are three main pillars i.e. zero environmental foot print, positive impact on occupant health and performance and total commitment of student and teachers towards environmental literacy. The goal is to reduce Co2 emission, sustainable energy and water use, while creating an atmosphere where students can learn and be healthy. The college is housed in a green 33 acres campus.

Initiatives implemented by Pravara Rural College of Education are :

- Increased LED lighting
- Regular cleaning of tube lights and bulbs to avoid accumulation of dust on them.
- Green initiatives adopted by the students
- Rain water harvesting
- Use of Plastic banned in college campus
- Smoking free campus
- Litter free campus
- Sapling preparation and plantation
- Installation of water-saving faucets in toilets

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

Improved waste management gives a better quality of life: it improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college. There are many methods available to dispose of the solid waste. Some of the most commonly used methods in our college are -:

1. **Landfills:** Throwing daily waste/garbage in the landfills, which eliminates odors and dangers of waste.
2. **Composting:** The remains of the dead plants and ground waste from the college area is turned into nutrients rich food for plants in the form of compost.
3. **Recycling:** Old batteries, Computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are motivated to segregate plastic from normal waste and dispose of it accordingly. We at our college are trying our best to discourage the use of plastic materials within the college campus.

The waste generated in the institution is managed in a scientific method to minimize the impact on the environment. The most commonly handled waste is solid waste, Liquid waste and now, E-waste.

Solid waste management :

The solid waste generated in the campus can be demarcated into dry waste (inorganic) and wet waste (organic). Being a non-residential campus, generation of we waste is confined largely to the botanical garden. A part from this, small quantity of wet waste is generated through the disposal of leftover food

by the students and the staff. The bulk of solid waste generated is dry, consisting of stationary like paper, wood and plastic. Primary collection is done through dust bins placed throughout the campus at strategically convenient locations and the secondary collection is done by the Grampanchayat vehicle which visits the campus every day. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the college.

Paper waste is generated in large quantities and the same is periodically discarded through scrap dealers for recycling.

Liquid waste management :

The campus has a waterborne sewerage system in the campus which consists of an underground network of sewer pipes with manholes. The black waste water from toilets and also wash basins is directly discharged in to the sewerage system which is connected to the College underground sewerage system of the water supply. The sewage is ultimately treated in the sewage treatment plant of the effluent is discharged as per pollution control board norms. The gray water from the botanical garden, science lab, wash area and RO plant is directed to a recycling sump and the same is used for gardening purposes.

E-waste Management :

The various components of E-waste encountered in the campus consist of computer systems, LED monitors; electronic components used in the Printers, Computer labs, etc. Outdated computer systems which are in working condition are distributed to the society for use by the other branches. Electronic waste is electronic products that have outlived their usefulness and are due for disposal. They have toxic components such as lead, mercury and cadmium. Improper disposal of electronic waste pollutes the environment with hazardous toxins, thereby causing widespread health problems and environmental degradation.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

   By enforcing the Prime Minister's "Swachh Bharat Mission", Pravara Rural College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers and other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their

environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

The college is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Daily Morning and afternoons are allotted for through cleanliness of classrooms, labs, corridors, windows, etc. The Lecture Halls, Committee room, Principal office and Administrative office are also cleaned. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment.

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college.
4. Encourage students and teachers to keep things away immediately after use.
5. Organize cleaning day events like swacch Bharat.
6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

Sanitation:

Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time.

1. Personal Hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management

Green Cover and pollution free environment -

A campus located right in the center of the rural is prone to various pollutions mainly air and noise pollution. To adress to these issues. Many plants and trees are grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by designted gardeners. The college is surrounded by beautifully landscaped gardens. Inside campus, there are innumerable variety of shrubs, trees and flowering plants and creepers adding to the serene atmosphere. Seasonal flowering plants are grown in the college. Many of the plants are of medicinal value. Behind the campus, a large area is kept in its pristine nature are some trees to provide green coverage to the open land. These species of plants and trees enable the student teachers of better understanding of important botanical concepts and innovative teaching approaches. When the garden is in full bloom, it creates a beautiful and picturesque view with the sense of mental bliss. We are endorsing and enforcing measures to make the college a carbon negative campus using the following:

Pollution Free Healthy Environment:

1. Use Reusable Water Bottles and Coffee Mugs.

2. Recycle and Compost.
3. Waste control chemicals and e-waste management
4. Use of LED bulbs in college
5. Conducting energy audit
6. Dustbins on the Premises
7. Waste control in entire campus
8. No use of plastic in campus
9. Use of dust proof chalks in classrooms
10. Minimum use of photocopy/printing

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)

7.1.7

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

Response: 0

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

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

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View 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:

Local Environment -:

Pravara Rural College of Education is a Teachers Training College located in the outside Loni village. The pravara rural college of education, strongly emphasizes leveraging the local environment, locational knowledge, community practices and challenges. The college recognizes the significance of these factors in shaping educational experiences and addressing the needs of the community. Through various initiatives and efforts, the institution actively engages with its surroundings and utilizes available resources to create a meaningful impact. One of the ways the college leverages the local environment is by organizing Teacher training programs, Educational workshop and seminars for the teacher community in Ahmednagar district. By collaborating with local educators and Practitioners, the college fosters and exchange of knowledge and best practices that are relevant to the regional context. This ensures that teachers are equipped with the necessary skills and insights to address the specific needs of the local community.

Locational Knowledge and resources -:

The Pravara rural college of education also taps into the locational knowledge and resources available in the area. This could include incorporating local culture, traditions and examples into the curriculum to make learning more relatable and engaging for the students. By drawing on the rich heritage and knowledge of the region, the college provides an educational experience that is rooted in the local context.

Community Practices and Challenges:

The institution takes pride in leveraging the local environment, locational knowledge, community practices and challenges in various ways. The college organizes Teacher training programs, Educational workshop and seminars for the teacher community in Ahmednagar district. To develop socially committed teachers, the college has been implementing the National Service Scheme (NSS) program since 2005-06 camp was organized by our college. Through the NSS program, the college conducts various extension activities and programs, such as guest lectures, street plays, commemorations of freedom fighters, educationists and social workers. In recent years the college has conducted several outreach activities in different villages under the NSS program. These activities include guidance on awareness Programme and epidemic diseases during the rainy season, tree plantation drives, cleanliness drives in village premises, cleanliness drives in schools, donation of educational materials, and celebrations of various important days at practicing schools in villages like Gogalgaon, Chinchpur, Pathare, Durgapur, Songaon, Satral etc.

Leveraging local resources:-

1. Inviting local academicians as resource persons for co-curricular activities.
2. Sending trainees to nearby schools for school Internship(Ten Schools in the locality)
3. Utilizing local places for creating historical, ecological, social and cultural awareness among trainee teachers.
4. Collaborating with nearby institutions for conducting seminars.
5. Using local Practice schools for various practicums where teacher trainees conduct interviews of school students observe children and successful teachers and acquaint themselves with school administrative process.

The college takes pride in its commitment to environmental conservation and sustainable development. The faculty, staff and students actively contribute to these initiatives, fostering a sense of responsibility

and awareness among the college community.

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

7.1.9

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

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

Response: D. Any 1 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

1. Title of the Practice   :   Teacher Training Programme

2. Duration (Year of Inception   :   Year of inception : 2019-20 -

Year of discontinuation)   This Practice still continuing

3. Context   :

Pravara Education Society was established in year 1964. The concerned education society is widely recognized as rural india's novel Education society. Today it has blossomed into an ultramodern and Multidimensional education complex. The Pravara Education society has ISO rating and has, also received the Aadarsh Shikshan sanstha Award by Government of Maharashtra. There are 40 Secondary Schools run by Pravara Rural Education Society and a total of 649 Teachers (Male-362 and Female -287) are working. Student centre education is an important feature of PRES and working teachers/Headmasters are trained every year in latest teaching methods and other aspects.

4. Objectives of the Practice   :

* To make connectivity between local & Global

* To change the attitude behavioral approach and the teacher

* To develop communicative skills and knowledge.

* To improve the quality of entire education.

* To improve problem solving within group and peer team.

* To increase teaching tendency and using different methodology.

5. The Practice :

* Various lectures (coordinating traditional and modern teaching methods)

* Before Lecture (Pre Test and Post Test)

* Group discussion and group work methods

* Work Experience Feed Back of Participating Teachers

6. Evidence of Success :

Head Masters and Teacher can view their performance in teacher training skill. Teachers get opportunities to teach according to their skills. Classroom management skills developed, Promote quality improvement, Consolidation of content with increasing clinician perspective, Management of stress through various activities. This programme easily helps management to analyze teacher's performance

of details as per requirement.

7. Problem Encountered and Resources Required :

Technical: Teacher Training programs are requires technical equipment and mechanism with internet. 24 hours are conditioning and power backup.

Best Practice 2

1. Title of the Practice   : Interview Skill and CommunicationTechniques

2. Duration (Year of Inception   :   Year of inception : 2019-20 -

   Year of discontinuation)   :   This Practice still continuing

3. Context   :

          Pravara Rural college of Education conducts special training programme for student-teacher with the help of expert mentors in the field of education to acquire skills in interviewing and communication technique. After passing B.Ed. and M.Ed. the concerned trainees get more benefit from this technique to get jobs as teachers.

4. Objectives of the Practice   :

 i. To develop interviewing and communication skills among student teachers.

 ii. To make the personality impressive for interview among the students.

 iii. To inculcate the qualities of practices skills, fairness humility, intellectual, ingenuity in   the student teachers.

 iv. Resolving queries and issues of student teacher regarding interviews.

 v. Assessing student teachers progress in interview techniques.

5. The Practice :

a. Student teachers are mentored by expert teachers.

b. Study materials, like interview questions, sample papers, tests, textbooks; E-material,   P.P.T., etc. are provided.

c. Actual Practice takes place in an interview environment.

d. Contact sessions and personal guidance classes are organized to resolve various   queries.

6. Evidence of Success :

Over the past three years 209 students have participated to learn interviewing techniques and have benefited from interview and communication skills to before teachers.

7. Problem Encountered and Resources Required :

- To give student teachers time for interview and communication techniques is a challenge under the current timetables.
- A wide arrange of written, print and digital study materials are available for interviews. Student teachers should take adequate advantage of it.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

One of the objectives of the vision and mission of our college is to inculcate social consciousness in the students making them capable of fostering good relationships with others and become tools of social change to serve the civil society at large. The objective is being achieved by organizing various Human Values Community Outreach (HVCO) activities like health camps, blood donation camps, awareness program on various social issues like swatchtha Abhiyan, national integration, 'Ek Gaon Ek Ganpati', etc. in and outside the college campus. Gender sensitivity is another important issue on which the College is fully conscious and organizes various activities. College also commemorates the national festivals and International days including Yoga Day, Earth day, Environment day, Science Day, and has taken noble initiatives like 'Yoga for Humanity'. Pravara rural college of Education is regularly motivated B.Ed. and M.Ed. Student to be a part of rich body happy life Mini marathon competition Fun Run for Health camp organized by pravara medical trust loni. College also visited orphanage, children's Ashram, Old age Home and make students aware and inculcate various social responsibility, where students are able to understand their needs and how to be helping hands.

1. Active participation in the COVID WARRIORS campaign by SPPU NSS, providing dedicated service to people affected by the corona virus during the pandemic period of 2020-21.
2. Voter Awareness Program organized by ELC
3. Tree Plantation drives
4. Azadi Ka Amrutmahotsav (celebration of India's independence)

5. Healthy India, Clean India Campaign activities
6. Appreciation certificates were received for organizing social activities during NSS special camps from the following Grampanchayat Offices of Chandrapur, Tandulner, Dhanore , Kanadgaon

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

5. CONCLUSION

Additional Information :

- The college is located to the near of Shirdi a holly place of Lord Sai Baba.
- The Pravaranagar is well known for the First co-operative sugar Factory in Asia.
- The College has educational & social contribution through various activity.
- The college has taking initiative to implement NEP 2020.
- The College is conducting various co-curricular activities for all-round development of youth.
- The TEI has always promoting the students of rural area for higher education.
- The TEI is working in the rural area, The ratio of the female students is more than male students.

Concluding Remarks :

The TEI is working in rural area. In according to its vision, mission and all-round development of the student the college is conducting various curricular and co-curricular activities to provide quality education for the rural masses. The TEI is also helpful to provide research platform for students. The faculty is guiding the students to promote higher education and research. TEI is always supporting to students centered teaching- learning process. The TEI always evaluated by Savitribai Phule University, Pune and various governing bodies. The remarked of these evaluation& assessment committee is a good for academic and administrative performance.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>34</td><td>36</td><td>39</td><td>35</td><td>42</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>34</td><td>36</td><td>20</td><td>18</td><td>42</td></tr></table> Remark : DVV has made the changes as per shared report by HEI .
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has selected the D. Any 2 of the above as per shared supporting document .
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has selected the B. Feedback collected, analysed and action has been taken as per shared supporting document .
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	32	29	28	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	20	14	14	31

Remark : DVV has made the changes as per shared report by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	01	00	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	01	00	01

Remark : DVV has made the changes as per shared report by HEI .

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

2.2.4.1. **Number of mentors in the Institution**
Answer before DVV Verification : 16
Answer after DVV Verification: 12

Remark : DVV has made the changes as per shared report by excluding the duplicates .

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**
	Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has selected the B. Any 4 of the above accordignt to the document .
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has selected the B. Any 6 or 7 of the above as per shared by report .
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 8 Answer after DVV Verification: 6

	Remark : DVV has made the changes as per shared report by excluding the duplicates .
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has selected the D. Any 1 or 2 of the above as per shared report .
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years** 2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years** Answer before DVV Verification : 05 Answer after DVV Verification: 04 Remark : DVV has made the changes as per shared report by HEI.
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : DVV has selecetd the E. None of the above accordig to the dcoument .
2.7.4	**Performance of outgoing students in internal assessment** 2.7.4.1. **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year** Answer before DVV Verification : 59 Answer after DVV Verification: 48 Remark : DVV has made the changes as per shared report by HEI .
3.1.1	**Average number of research projects funded by government and/ or non-government agencies during the last five years**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared supporting document by HEI .

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

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.90	5.50	5.50	2.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.90	5.50	1.00	1.20

Remark : DVV has made the changes a sper shared supporting document byy HEI.

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: E. None of the above
Remark : DVV has selected the E. None of the above according to the docuemnt .

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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has selected the C. Any 2 of the above according to the dcoument .

3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**
	3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	01	00	12	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	00	00	00	1

Remark : DVV has made the changes as per shared report by HEI .

3.3.1	**Average number of outreach activities organized by the institution during the last five years..**
	3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	08	06	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	08	06	10

Remark : DVV has made the changes as per shared eport not yoga days and day.

3.3.5	**Number of awards and honours received for outreach activities from government/ recognized**

agency during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	01	02	01

Answer After DVV Verification :

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

Remark : DVV has made the changes a sper shared supporting document byy HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	57	35	37	28

Answer After DVV Verification :

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

Remark : DVV has made the changes a sper shared supporting document byy HEI.

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

3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**
Answer before DVV Verification : 14
Answer after DVV Verification: 0

Remark : DVV has made the changes a sper shared supporting document byy HEI.

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

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

Answer before DVV Verification : 8

Answer after DVV Verification: 3

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

Answer before DVV Verification : 13

Answer after DVV Verification: 13

Remark : DVV has made the changes as per shared report excluding the duplicates .

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**
	4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.70	10.38	11.75	9.77	5.58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.28	0.17	0	0.1	1

Remark : DVV has made the changes as per shared supporting document by HEI .

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.25	0.16	0.16	0.61	0.30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.06	0	0	0.33	0.04

Remark : DVV has made the changes as per shared suporting document by HEI .

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.63	16.11	16.92	22.39	25.76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.53	0.52	1.21	0.04	0.79

Remark : DVV has made the changes as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	8	3	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	1	6

Remark : DVV has made the chsnges as per shared report by HEI .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	01	01

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared supporting document by HEI.

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

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

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : DVV has selecte the E. Any 1 or none of the above as per shared supporitng document .

6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	00	13	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	04	00	13	12

Remark : DVV has made the changes as per shared report excluding the duplicates .

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.** 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** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	10	06	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	7	01	03	02

Remark : DVV has made the changes as per shared report excluding the duplicates.

6.3.4	**Percentage of teachers undergoing online / face to face Faculty Development Programmes**

(FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	1	02	02	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	02	02	0

Remark : DVV has made the changes as per shared supporting document by HEI .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	01	10	02

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared supporting document by HEI .

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 : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has selected the D. Any 1 of the above according to the dcoument .
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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2.61	0.28	1.01	0.17	4.29 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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0	0	0	0	0	 Remark : DVV has made the changes as per shared supporting document by HEI .
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has selected the D. Any 1 of the above according to the document .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations