



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PUNJABHAI PATEL COLLEGE OF EDUCATION

**PUNJABHAI PATEL COLLEGE OF EDUCATION DR. AMBEDKAR WARD,
SINGALTOLI, GONDIA**

441601

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Punjabhai Patel College of Education was established in July, 1963 by Gondia Education Society Gondia after the name of its donor Late ShriPunjabhai Patel. Late ShriDevendrabhai Patel, Ex-President of Gondia Education Society played a pivotal role in its establishment. The most important feature of the college is its uniqueness as the only Hindi medium teacher education institute in the Vidharbha region of Maharashtra. Our college popularly known as P. P. College is the only institute in Gondia district which imparts instruction leading to the degree of Bachelor of Education (B.Ed.). The institution is fully aided by Government of Maharashtra. It is included under 2(f) and 12(B) of the University Grants Commission Act. The institution is recognized by the National Council for Teacher Education, New Delhi and permanently affiliated to RashtrasantTukdojiMaharaj Nagpur University, Nagpur. The Institution has also upgraded to College of Teacher Education (CTE) under Ministry of Human Resource Development, Government of India with effect from 2012. The institution is already accredited by National Assessment and Accreditation Council (NAAC), Bengaluru (Karnataka) in the year 2004 with “B+” level status.

The institution at present runs B.Ed. (Regular), two year course affiliated to RashtrasantTukdojiMaharaj Nagpur University, Nagpur and D.El.Ed. Course is affiliated to Maharashtra State Council of Educational Research and Training (MSCERT), Pune. The College has also runs Distance Education Courses B.Ed. (Inservice),

M.A. (Education) and Diploma in School Management (D.S.M.) which are affiliated to YashwantraoChouhan Maharashtra Open University, Nashik (Maharashtra). The M.Ed. course also was conducted by the college during the year 1977 to 1999 and 2007 to 2018. The institution has also recognized as Place of Higher Learning and Research by RashtrasantTukdojiMaharaj Nagpur University, Nagpur with effect from 2009. The college is having rich library having more than 16 thousand books with several national and international research journals, encyclopedia, e-journals, magazines, audio-video resources, volumes etc. The college library is fully computerized along with the software INFLIBNET Soul 2.0 and having internet and computer facility, wi-fi facility, reading room etc. The college has well designed and good equipped infrastructural facilities along with well-equipped Psychology lab, IT lab, Science Lab, Seminar hall, teaching halls, Conference Hall, Meeting Hall, Staff rooms, separate rooms for teaching methods, girls common room, gymnasium independent toilets for boys and girls in adequate numbers, Principal office, rooms for nonteaching staff, women’s hostel, research Centre and multipurpose playground also.

Vision

To emerge as a centre of excellence in teacher education

Mission

- To provide experience-based learning for multifaceted development.
- To contribute to national development through teacher education program.
- To foster innovate and responsible integration of technology in education.
- To instill the spirit of inquiry through research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Our college is one of the oldest leading government aided institute affiliated with RashtrasantTukdoji Maharaj Nagpur University, Nagpur.

- The most important feature of the college is its uniqueness as the only Hindi medium teacher education institute in the Vidharbha region of Maharashtra.
- Our college is included under 2(f) and 12(B) of the University Grants Commission Act.
- Our college has upgraded to College of Teacher Education (CTE) under Ministry of Human Resource Development, Govt. of Maharashtra.
- MIS by AISHE annually.
- Meritorious University toppers who have excelled in academic.
- Invited talks exposes students to best minds and evolving field of research.
- Experience, dedicated faculty have been recruited as per Maharashtra State Government, NCTE and UGC norms.
- Three faculties are recognized supervisor at Ph.D. level research.
- 14 students have been awarded Ph.D. Degree under the supervision of Dr.R.L.Nikose who is the officiating Principal of the institute.
- Teaching faculties have been published their research papers in reputed Peer Reviewed National and International Journals.
- Teaching faculties have also been published authored and edited books with ISBN by reputed publishers.
- Faculty members engage in new Curriculum development, LEC by RTM Nagpur University, assessment, moderation and Setting of question papers of B.Ed. examination.
- One faculty member has been awarded Post-Doctoral Research Fellowship by UGC.
- A faculty member has ample representation in Board of Studies. He is rendering his services as a member of BOS of the subject Education of R.T.M.Nagpur University, Nagpur
- A 1.5 acres fully green abled covered campus with various flora and funna.
- Individual well-equipped staff rooms for the teaching faculty.
- Adequate eco-friendly physical infrastructure is available in our institution.
- Systematized accompaniment of mentoring and counselling by competent faculty to facilitate active participation and inculcate a value system among the students.
- Round the clock CCTV surveillance of the college campus premises.
- Technology enabled campus with 24 X 7 Wi-fi internet facility for all staff and students.
- The library is partially computerized along with the facility of N-LIST. The library comprises of spacious, airy and well-lit reading hall that provides stimulatory and conducive ambience for studying.
- The college has well designed and good equipped infrastructural facilities along with well-equipped Psychology lab, IT lab, Science Lab, Seminar hall, teaching halls, Conference Hall, girls' common room, gymnasium, independent toilets for boys and girls in adequate numbers
- As per NCTE directions the Bio-metric attendance machine is installed to accurately capture the attendance of faculty.
- There is Hostel facility for the teachers and Guests.
- As a distance education study center of Yashwantrao Chauhan Open University Nashik.
- The institution through the Department of Research and Extension has undertaken several research projects on action research with the co-operation of high school teachers in Gondia district.
- The college has installed Underground Water Recharge System conserved and near about 668458

litterswater yearly and installed Compost Pit also.

- Green Audit, Energy Audit, Environment Audit and Electric Audit of the college have been done.
- Enough provision of student centric, experimental learning by adopting relevant pedagogy, field survey, educational tours etc.
- Organization of workshop to intent the academic as well as personality development of the students.

Institutional Weakness

- Lack of financial resources
- Technological Backwardness: Upgradation of all classroom into smart class in proportion with faculty, students and program.
- Insufficient incubation and startups
- The Common Entrance Test (CET) for the admission in B.Ed. course by State Government is not take place at proper fixed schedule every year. Number of times it rescheduled and admissions gets delayed. It affects the Academic Calendar of the college.
- Delaying of recruitment of Teaching and Non-teaching staff by State Government, affects the functioning of the college.
- Non-registered the Alumni of the College.
- Encourages innovations and patents.
- Need to initiate exchange program collaboration with other university's and institutions both at the national and international level.

Lack of energy power back to the campus.

Institutional Opportunity

- Strengthening the two-way connections between institution and comments for making the education more comprehension and all encompassing.
- Exposing the students to online distance learning and access to online content.
- Setting up a learning path leading to employability and schools connect by making use of the forums for experimental learning.
- Inculcating group coherence, facilitating more emphasis on production aspects of curriculum via experimental learning and understanding the opportunities.
- Building stronger relationship and increasing mutual understanding in higher education by encouraging support and participation in workshops, conferences, seminars which enable debates and dialogue.
- Conjunction with alumni to tap the unharnessed potentials for the student's progression and inculcating employability skills.
- To sign MOUs with National and International organization for students and teachers exchange program, research and employment opportunities.
- To offer more skill development courses to enhance student employability.
- Set up well equipped language lab.

Institutional Challenge

- Monitoring learning outcome and planning accordingly for individual level mentoring and adaptive student-based learning.
- Improvisation in pedagogical use of ICT enabled teaching-learning which has to be balanced with the traditional tutoring technology.
- Generating core self-learning, facilitative- learning environment and LMS for upsizing gross enrollment ratio is another challenge.
- Setting platform for a balance between curricular, co-curricular and extra-curricular learning is the need of the hour.
- Since the appointments of teaching and non-teaching staff are as per Government procedures and policies. The institution has to regularly cope with the shortage of staff. The faculty and supporting staff have to make all efforts in the present scenario to make ends meet to imparting quality education environment in the institution.
- Raising funds for the regular maintenance and sustenance of various activities in the institute is a herculean task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Curricular Aspects

Punjabhai Patel College of Education is one of the leading Grant-in-aid institute in Gondia District of Maharashtra State. This institute is recognized by National Council of Teacher Education, New Delhi and affiliated with Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. As per the NCTE and University Grants Commission, New Delhi's guidelines, the college run the B.Ed. (Regular) program based on the Choice Based Credit System. The schedule and duration of this program are based on the R.T.M. Nagpur University, Nagpur guidelines. Furthermore, the college meticulously plans its academic session, thus ensuring timely preparation of academic calendar, timetable and the distribution of the course. The assessment of the students is undertaken through assessment and practice teaching program in time bound manner. Syllabi taught for this program on the latest trends and study.

It is said that learning by experience is the complete education. Hence experiment learning experience are offer to the students through project work and internship. The college also plays a vital role in the civic-minded and just individuals. Committees like Internal Complaint Committee, OBC Cell, SC/ST Cell, Anti-Ragging Committee and Minority Cell instils a climate of security and equality in campus. Regular feedback from the students, alumni and faculty are also ensure appropriate action towards any gap in students' progression and overall college development.

Teaching-learning and Evaluation

Our college admits 50 students annually. The admissions are done through State Common Entrance Cell of Government of Maharashtra, Mumbai. The centralized Admission Process (CAP) has already been adopted by State Common Entrance Cell. Teachers assess the academic progress of student-teachers based on their performance in classroom discussion and assignments. Need of the slow learners are particularly attended to the special guidance by teachers. The college has an effective mentor-mentee system for counselling. Students are also mandated to participate in co-curricular activities like village visit and other cultural activities. These

activities heighten experimental learning, workshops on personality development, yoga education and scouting and guiding for all round development of students. It provides opportunities for students' development in academics. To inculcate research interest among students, they encourage to be part of action research project supervised by faculties. To maintain healthy student teacher relation, we adopted student-teacher ratio 1:8 as per norms. Well qualified full-time teachers are appointed as per UGC and NCTE and State Government guidelines. Blended teaching- learning methods are employed both ICT and traditional classroom practices which makes learning more effective. The Covid-19 pandemic threw up new vistas of online teaching-learning, the ensuring continuity as well as change in learning experiences. Our college maintain internal assessment mechanism to monitor the process of assessment. A quality assessment of theory and practicum are done continually by the faculty throughout the session. The final result of University examinations for each semester are discussed and analyzed in a meeting of teaching faculty. The program outcomes are outlined by the University for each course. Specific curriculum is designed to equip students with knowledge of life skills, moral values and self-reliance.

Infrastructure and Learning Resources

The institution has a clear-cut policy for improving the infrastructural facilities and learning resources which would facilitate teaching learning processes. The college has about 3083.59 sq.mt. built up area, in 07 structures, spread over 0.9 acres of land. These structures house 04 class rooms, with proper lighting, seating and ventilation. The college has well designed and good equipped infrastructural facilities along with well-equipped Psychology lab, IT lab, Science Lab, Seminar hall, teaching halls, Multipurpose Conference Hall with a seating capacity of 300, girls' common room, gymnasium, first aid Centre, Girls rest/recreation room, washrooms, independent toilets for boys and girls in adequate numbers, administrative and individual staffrooms, admission and examination cells.

Our college has fully equipped Knowledge Resource Centre (library) with more than 16902 books and 12 journals, 60000 e-journals and 199500 e-books yearly subscribes from N-LIST and browsing center with broad band connected computers, 5 laboratories equipped with good amount of instrumentation. A hostel with a capacity of 24 rooms along with all amenities.

The college has also provided safe drinking water facility through installation of aqua-guards in the campus. Uninterrupted electricity supply is ensured only in the administrative block with the help of inverter and UPS systems.

In IT infrastructure, the college is equipped with more than 20 Computers connected with internet and plan of purchase of 10 more computers is in pipeline, besides having 4 LCD projectors installed in major rooms. For the point of security round the clock CCTV surveillance of the college campus premises. Technology enabled campus with 24 X 7 Wi-fi internet facility for all staff and students has been installed. Staff Counselling Committee are involved in taking decision related to up-gradation of infrastructure and learning resources.

Student Support and Progression

Punjabhai Patel College extends maximum support to the students in their education and progression. Once students admitted in the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities. College has assisting students belonging from backward community and economically poor to benefit from the State Govt.

and Central Govt. sponsored scholarship schemes. Rs 1194492/- have been sanctioned through various schemes for 62 deserving students in the last two years, to support the education of poor students.

Students' grievance and concerns are also addressed through the Internal Complaint Committee against Sexual harassment, Anti Ragging Committee, Discipline Committee, Grievance Redressal Committee and SC/ST/OBC Committee. Students are most important Stakeholder of any academic institution. College provides many opportunities to ensure their representation and participation in various students' bodies and committees under duly established processes and norms. Students Representative Committee (SRC) works throughout the year for smooth functioning of co-curricular and extra-curricular activities. Apart from this, to enable holistic growth of the students the college provides several to display their talents and their skills in field of sports and cultural activities. Students represents the college in intercollege activities and brings accolades to the college.

Students from socially and economically weaker sections of the society and physically challenged get installment facilities in the amount of attention in admissions like tuition fees and University's fees. In addition, the institute has granted membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Internal Complaint Committee, Library Committee etc. The individual accidental Insurance Policy system has adopted by the college. Once students admitted in the college, the accidental Insurance Policy of students is drawn by the reputed insurance policy company. This accidental insurance policy is available in the college for the students at Rs.25 for one year with medical coverage of Rs.2 lacks.

Governance, Leadership and Management

Our institution is fully aided by Government of Maharashtra. Leadership and governance of our college entails participative management of Governing body, the Principal, teaching and non-teaching staff and students. The stakeholder collaborates in a democratic manner in carrying out their professional responsibilities and in accomplishing the mission and vision of the college.

The salary and non-salary budget allocation to the college is made by the State Government which is disbursed by the principal for purchasing books, equipment's and other necessary expenditure. The financial management is assisted by the Accountant of the college. The annual audit of the college is done by the auditor appointed by management of governing body and also by the Joint Director, Higher Education of Maharashtra State Government.

The college has well defined policies with clear goals for improving academic quality and infrastructure. The college interacts with students through a feedback mechanism, besides giving participation to students as members in various administrative committees. The society inputs are obtained through teacher-parents meeting and meetings with civil society and alumni association.

The college has a well-established IQAC which is instrumental as a part of all developmental decisions of the college including infrastructural and academic development. The IQAC frames a schedule of meetings at the beginning of the session with staff to assess their progress on monthly basis. In the scheduled meetings the teaching staff are assessed for their academic progress, attendance records, quantum of syllabi completed, tutorials, assignments and student's presentation, etc. The various departments are also assessed for their infrastructural needs. The collaborative effort of staff has taken the college to new height every year, aspiring for higher competitive goals in leadership, governance and in its institutional values.

Institutional Values and Best Practices

Our college has adopted values and practices to promote women empowerment, ensure green and eco-friendly campus and instill social responsibilities through various outreach program. Use of renewable resources like vermin compost pit, rain water harvesting system, water recharge system in the college contribute to building sustainable environment. We have adopted the following best practices in the college in every academic session.

1. Best Practice: Value Paripath (General Assembly)

Daily assembly is organized before commencing the classes. In assembly followed by National Songs, National anthem, Message of the Day, Current affairs & discussion on academic activities.

Objectives:

- 1) It helps to improve students' knowledge.
- 2) To check the uniform clean & hygiene condition
- 3) To build up confidence in students.
- 4) To make them discipline
- 5) To develop unity
- 6) To stimulate extracurricular activities.
- 7) To motivate expression & overcome self-consciousness.
- 8) To share information

2) Best Practice: Village Adoption

Meaning- village adoption means working with the community of the particular village. It is process district and located at the border of M.P. & C.G. State. Most of the students are coming to our college.

Most of the students from remote, rural and tribal region. Their parents are mostly illiterate and lack of awareness about the various Govt. Schemes, about their health, cleanliness, water literary etc. Our institution has adopted a small village Dhakni which is 5 KM away from the college campus. Our faculty and students are try to set goals with the help of villages & Govt. administration.

Objectives:

1. To develop village is association with local Panchayat, District Govt. .administration and other bodies.
2. To create awareness about the various state & central government skill offered for the village especially.

3. To conduct health care program
4. To know their Socio-economic status
5. To create awareness about the cleanness
6. To create plastic free village
7. To create awareness about tree plantation & to make the green village

Context:

Our college is one of the oldest training institute established on 1963 situated in Gondia (M.S.).Gondia is itself district and located at the border of M.P. & C.G. State. Most of the students are coming to our college from remote, rural and tribal region. Their parents are mostly illiterate and lack of awareness about the various Govt. Schemes, about their health, cleanness, water literary etc.

Our institution has adopted a small village Dhakni which is 5 KM away from the college campus. Our faculty and students are try to set goals with the help of villages & Govt. administration.

Evidence of the Success:

Our college has conducted the survey of villages regarding their social economic status. Our college has also conducted plantation awareness rally, plastic eradication awareness, rainwater harvesting awareness program in the adopted village.

Problem encountered:

As our educational institution is run in the rural region and most of the students are from the rural areas. Most of the students are from economically poor families and socially downtrodden society. They are also lack of knowledge of the importance of plantation, saving of water, importance of cleanness etc.

Conclusion:

The village adoption is dream project of our institution. Hence in every academic year we are arranges the various program to achieve our goal.

Research and Outreach Activities

The college promote a thriving research environment in the college. Our College Research Cell takes initiative to support research interest and innovations skills among the faculty and students. Several faculty members are engaged to publish research papers in reputed peer reviewed journals with ISSN and high impact factor. Many teachers in the College have published their research papers in reputed National and international journals with good impact factors. Teaching faculties have also been published authored and edited books with ISBN by reputed publishers. Three faculties are recognized supervisor at Ph.D. level research by R.T.M. Nagpur University, Nagpur. A faculty member has been awarded Post-Doctoral Research Fellowship by UGC. 14 students have been awarded Ph.D. Degree under the supervision a faculty of the institute.

Every year college has organized the workshop on action research to inculcate research interest among students. Every year college has organized the workshop on action research to inculcate research interest among students. The institution is also actively involved in extension activities to help society by its services. In the last five

years the college has signed MOUs with cooperating Practicing schools and other teacher training institutes. These collaborations provide opportunities and innovation, internship and career goals, research and development. Every effort is made to establish enriching and meaningful collaboration with academic and non-academic collaborations with institutions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PUNJABHAI PATEL COLLEGE OF EDUCATION
Address	Punjabhai Patel College of Education Dr. Ambedkar Ward, Singaltoli, Gondia
City	GONDIA
State	Maharashtra
Pin	441601
Website	www.ppcegondia.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	RAJENDRA KUMAR LALJI NIKOSE	07182-237250	9421896516	-	ppcollege_bed@yahoo.co.in
IQAC / CIQA coordinator	Suresh Ruprao Patil	07182-231696	8668244989	-	drsrrp1@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	17-11-1969	View Document
12B of UGC	15-10-2018	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	31-05-2015	180	NCTE letter enclosed
NCTE	View Document	31-05-2015	180	NCTE letter enclosed

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	Punjabhai Patel College of Education Dr. Ambedkar Ward, Singaltoli, Gondia	Urban	0.918243	3083.59

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, EDUCATION	24	Graduate	Hindi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	4	1	0	5
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	0	0	3
Yet to Recruit				6
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	3	1	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	0	0	0	0	0	3	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	12	0	0	0	12
	Female	36	2	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	1	2
	Female	4	1	8	5
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	1	2	2
	Others	0	0	0	0
OBC	Male	5	4	4	5
	Female	16	16	16	16
	Others	0	0	0	0
General	Male	4	1	3	5
	Female	17	23	14	11
	Others	0	0	0	0
Others	Male	1	0	1	1
	Female	0	2	0	3
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>This Institute is Affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur where in Academic Programmes are redesigned to include Multidisciplinary / Interdisciplinary Courses as optional subjects. B.Ed. Programme Includes credit based (CBCS), value-based project like ‘working with community’ & Environment Project. Being a College of teacher education institute, our institution try to develop our student teacher as future teacher. Almost care is taken for our all-round development of student since establishment of this college. Our existing (B. Ed. Two Years) Programme is interdisciplinary in nature. Graduate of any Discipline can take admission to this</p>
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	<p>programme. English, Hindi, Marathi, History, Geography, Math's, Physics, Chemistry, Biology, Home Science, Commerce, Economics, Civics are Optional Pedagogy Courses. Now, the College is preparing to have integrated, multidisciplinary four year B.Ed. & three year M.ED. Programme following the direction of NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur has following choice based credit system (CBCS) for all its programmes from the session 2022-2023. Hence Accordingly our college has registered on ABC portal & ABC IDs are given to all admitted students from the the session 2022-2023. Academic Credits earned by Students Previously could be forwarded when the students enters the programme again. For monitoring ABC, Proper technical support system will be created.</p>
3. Skill development:	<p>Teachers should ideally be good at physical, verbal and written communication. Strong verbal communication means that teachers make their lesson materials and expectations clear while presenting concepts in a way that students can understand. For the Development of Teaching Skills students involve in various teaching learning activities like as Micro teaching, Lesson Plans, Internship, Observation of teaching, Preparation of teaching aids using educational technology and various cultural and national importance events celebrated for the development of leadership skills, organizing skills etc.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In order to promote the local language, art and culture, it is the regular practice at institute that all activities conducted in adopted village, nearby schools are compulsory executed in local language. The college celebrates in which the teachers and students participate in the cultural events. All the students, therefore given chance to perform cultural activities, Our college magazine and the wall magazines are also published.</p>
5. Focus on Outcome based education (OBE):	<p>The College has developed Course Learning Outcomes and Programme Learning Outcomes before the commencement of Academic Year. These CLO's and PLO's are communicated to all the faculty members by the Principal. The faculty members declared the CLO's and PLO's to the</p>

	<p>concerned student-teachers. During the academic year, while curriculum transaction faculty members are focusing on them, faculties also developed various assessment tools, evaluation rubrics and use them in concurrent assessment. The college has facility to assess the student-teachers with formative assessment tools, The College develops special guidance programme for the student-teachers as well as there is an arrangement of remedial teaching also.</p>
6. Distance education/online education:	<p>Our Institute has YCMOU's, Nashik, Maharashtra study centre in form of Distance Education. Our Study Center have B.Ed. (Two Year Programme) , Diploma in School Management (One year Programme) and M.A. Education (Two Years Programme) courses. In this courses, students are admitted by applying online form on the University Portal. The Admission Authority is YCMOU, Nashik. The Counseling classes are conducted in the Diwali Vacation and Summer Vacation and on Sunday also. The counseling of theoretical core courses, pedagogy courses, elective courses and practical courses are given to the teachers. The record of all the learners are deposited at the study centre.</p>

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?	<p>Dr. S.A.Dongre is a coordinating faculty member. Ku. Aishwarya Rahangdale is a students' coordinator. The Electoral Literacy Club is functional. Staff members many times performed their duties as an Polling officer and Presiding Officer or in other post in various election i.e., Grampanchyat, Municipal corporation, State Legislature elections, Lok Sabha Elections.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	<p>For this, lectures by various college teacher are organized. The voters awareness and new voters registration programmes we are organized by the joint venture of election officer, Gondia and our college. For voter awareness students rally, posters and slogans programme were organized.</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The community survey regarding voter awareness programmes are conducted by the college in the near by village.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students who do not have EPIC Card (Election ID) at the time of admission are encouraged to produce an identity card by entering their name in the electoral roll.</p>

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
50	50	50	50	50
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
50	50	50	50	50
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
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	52	49	48
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
50	50	50	48	48
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
50	50	50	50	50
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
6	6	7	7	7

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
9	9	9	9	9

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
9.48084	9.14712	3.52795	7.05962	5.79426

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

3.2

Number of Computers in the institution for academic purposes..

Response: 12

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:

Our Institution is affiliated to the R.T.M. Nagpur University, Nagpur. We follow the academic calendar ever year. The academic calendar is prepared at the beginning of the year and it is uploaded on the college website. There is an online system of uploading data as per the college events which helps in documentation. The college follows the syllabus approved by the board of studies need to discuss the curriculum. The respective member of the Board of studies meets to discuss the curriculum.

Suggestion & Necessary updates from members of syllabus committee include the subject experts there who are faculty and

having vast experience. Institutional time table committee prepare semester wise time table including & Practical courses periods,

assembly and tutorials as per the syllabus of the RTMNU. and accordingly defaulters list is prepared & they are warned by the faculty in-charge & principals in order to improve their attendance. Our college has open door policy. Whenever particular faculty members or

teachers wants to meet the Principal & give the feedback about the ongoing programme is an informal way. The Principal welcome

all the faculty member feedback & suggestions. So each teacher take care about the feedback & tries to incorporate the suggestions time to time.

Main features of the planning process –

Formation of Committees- Several committees are formed for effective planning and implementation of institutional work.

Workload distribution- Theory and practical workload is distributed equally among all teacher educators.

Pedagogical Distribution of Student Teacher- Student teachers distributed by their methods, plan and execute the activity under the guidance of method teacher educator.

Activity wise meeting - Teaching faculties organizes meeting of other faculties, experts & students for detail planning.

Curricular and co-curricular activities- Preparation, planning and execution of these activities is carried out by student teachers under the guidance of teacher educator.

Special days and cultural programs - Preparation, planning and execution of these activities is carried out by student teachers under the guidance of teacher educator.

Academic calendar preparation - It comprises of planning of theory, practical, workshops, cocurricular activities, day celebration, schedule of examinations & internal assessment.

Time table preparation- Institutional time table committee prepares time table.

Planning of all practical sessions- In-charge teacher educator prepare a plan of practical course.

Teaching planning- Faculties prepare teaching plan of the courses allotted to them.

Student Induction program- Student induction program is organized before commencement of

Curriculum transaction- Faculties use various modes for curriculum transaction.

Continuous assessment- Progress of the student is evaluated through their daily attendance, practical performance, assignments, seminars, and unit tests.

Internal Assessment Analysis- Internal assessment committee present it in staff council and IQAC meeting.

1.1.2

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

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

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

1.1.3

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

1. Website of the Institution

2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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
25	17	17	17	17

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
25	17	17	17	17

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0**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
0	0	0	0	0

File Description**Document**

Data as per Data Template

[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:** 0**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
0	0	0	0	0

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: A. All of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0.4

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

In B.Ed. Curriculum, The Third Semester contains pedagogy school subject students have to select any two pedagogy subjects which students learn method techniques and skills of teaching. In fourth semester, Three subjects are compulsory which are Contemporary Indian Education, Gender School and Society and School management and leadership and 1 is the elective subjects. i.e. Guidance and counseling in schools, Value Education moral ethics, History of Indian Education, Any other courses

from SWAYAM . In Theory syllabus students also understand about philosophical, sociological and psychological bases of Education. From this students understanding social responsibilities, qualities and code of conduct through Practical they understand diversity Enhance Practicum Curriculum (EPC's) develops students professional capacities and alround development. Practical courses also enhance the basic research knowledge through community/classroom/school based resarch project. The Practical Scouting and Guiding develops the dicipline, Self Protection, Defense mechanism, to help needies and social responsiblity about the students. Scouting and Guiding is also helps in building confidence and self esteem among the students. They learn important life skills , team building, out door adventures educaiton and fund. It help them to explore to discover the word beyond classroom and also helps in alround develoment. The practicum yoga education , Understand about the Health of individuals. The yoga experts teaches the various physical exercises to the students in order to keep students physically feet. Through Yoga Education students have benefited with self healing , self awareness, Health awareness, focus and concentration. reduces stress and tension in the physical body.

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

1.3.2

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

Response:

The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyze and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison.

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

1.3.3

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

Response:

The college maintains quality education by adopting the guidelines of the University Grant Commission (UGC) National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC) and other related statutory bodies. The curriculum for the B.Ed. course programs is designed with subject to the norms of NCTE and RTM Nagpur University, Nagpur. Curriculum transaction begins at the faculty level; where the faculty teaching the course, make the necessary changes and the faculty of college has created different manuals based on topics from curriculum. It has included Internship, Observation, School Engagement, Time-table, Micro-teaching workshop, Psychological experiment copy, general lesson plan copy, educational content, EPCs copies, continuous Evaluation programme etc. are more interactive. The college makes provision for ensuring that all the outcomes expected of teachers are realized by using a wide variety of instrumental approaches and closely supervised teaching internship.

Ensure maximum performance of students Projects such as CCE, value-based education, Action Research, Environment Education, Personality Development, Health and Physical Development (Yoga Education) and Scout Guiding etc. Various activities organized for the students. Expert and resources persons were called to guide the students. Placement cell is active at the college which provides career guidance and counselling to the students. It also Guide for how to face teachers Interview by to the students. It benefits them for

the campus interview. The strategy followed by the college is quite specific and action oriented. In order to achieve the goals, the College has designed specific short term and long term plans.. The staff of the college are governed on the principles of participation and transparencies.

Our institutional strategic plan is successfully implemented in local MOUs Practicie teaching schools.

B.Ed course internship has divided into 2 semesters.

In Sem -2 internship of 4 weeks. Following activities will have to be undertake by the internees.

First Week: There is school visit programm. 2 days for every school i.e. Primary/Upper Primary/Secondary/Sr. Secondary.

Second Week: There is a observation schedule. Observation of classroom teaching, Classroom and School sites including library, laboratories and sports/extra moral programme within the school with preparation of school profile.

Third Week : Skill development through simulated and micro teaching sessions.

Fourth Week : Improvising of Teaching aids/Exhibition/Gadgets four use in schools.

In Sem 3, internship of 16 weeks. following activities will have to be undertaken by the internees. 16 week divided in to 3 parts.

4 week for Primary/ Upper Primary Schools

10 weeks for Secondary level schools

2 week for Sr. Secondary Schools.

The purpose of the internship programme is to integrate theoretical knowledge of courses. In respective and pedagogy with engagement in various size such as the schools, the classroom, the community, learner and their by ensuring a holistic development of teaching competencies and skills needed for an effective teacher profession.

The Activity during the internship programme are as follows :

Observing teaching session of school teachers

teaching 40 lesson

participation in prayers assembly organization and co-curricular activities.

Library and Lab Management

Excursion, study tours as par of the school programme.

Teacher Parent Meeting

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	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: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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: 117.6

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
33	30	32	24	28

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: 5.6

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
5	5	2	2	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The Admission process in the college is done strictly as per the rules of state government and affiliating university. After completing the admission process the assessment process is done with help of their bio-

data and UG and PG score and find out the high achievers and low achievers students in the class. The college staff divide these students in two to three groups as per their previous academic score in graduation and post- graduation level. The college adopt the complete transparency as well as fairness throughout the selection process in the students. The faculty members help the students in different ways like: academic, personal, psycho-social, professional and career related counseling and guidance as per the need of the students. The mentor teacher spends their time with such diverse needs students to solve their problems and difficulties. The mentor ask to share their problems with the mentor teachers and except for the proper guidance by the mentors. The concerned mentor try to solve their problems at their level best. If the mentor feels the need of more guidance and counseling then they were referred to the experts. The different activities held in the college such as workshop, seminars, conference, cocurricular and Extra-curricular activities are also helpful to understand the problems of such students. The other facilities such as library and other extension activities organize by the college are very much helpful for the mentees to develop their knowledge and personality. Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education program and also the academic support provided to students. The evaluation of students' learning levels is conducted through Entry Behavior tests administered by teachers at the outset of each subject. Following a thorough assessment, tailored teaching methodologies are implemented to address diverse student needs. The faculty employs an integrated approach, combining traditional teaching with contemporary technological methods to enhance engagement and relevance. Additional support such as tutorials, value-added courses, and extra classes are organized to offer specialized coaching where necessary.

To enrich students' understanding, supplementary reading materials, books, and web links are recommended. A bilingual approach is adopted in class discussions to ensure inclusivity, and personal, academic, and career-related counseling is provided regularly. Assignments and group projects are assigned and assessed periodically, fostering peer learning through group discussions and presentations. This approach cultivates teamwork, leadership, and interpersonal skills. The College library, equipped with Inflight facility and other e-resources, supports both advanced and weaker learners in expanding their knowledge. Advanced learners are urged to enhance their skills through add-on courses and expert-led lectures. Students receive recognition for their achievements through cash awards, medals, certificates, and scholarships, motivating them to excel in university examinations. Deserving candidates from economically weaker sections are eligible for fee concessions, emphasizing inclusivity and accessibility in education

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**

5. Collaborative tasks**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10

2.2.4.1 Number of mentors in the Institution

Response: 05

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:

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer- assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lecture method: This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners. Interactive method:

The faculty members make learning interactive with students by motivating student participation in group discussion, news analysis, discussion, and questions and answers on current affairs. Departments provide an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The department conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problemsolving skills and ensure participative learning. The department Implements student- centric methods of enhancing the lifelong learning skills of students. , Faculty members make efforts in making the learning activity more interactive by adopting student-centric methods. The institute is providing innovative student-centric methods such as Workshops, Seminars, Activity-based learning, Flipped Classroom, Guest lecture, Professional practice school, Google Classroom, Projectbased learning, Research projects, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

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

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: 90.91

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
6	6	6	6	6

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: 100

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: 50

File Description	Document
Programme wise list of students using ICT support	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: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document

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

The faculty engages in continuous mentoring, imparting quality teaching practices that embrace diversity and cultivate positive classroom environments. The college ensures a warm and supportive atmosphere, nurturing personal, social, and academic success for all students. Enrichment programs, including talks on themes such as Communication Skills, New Teaching Methodologies, ICT's Role, Personality Development, Inclusiveness, and Life Skills, contribute to students' holistic development. Webinars, workshops, and seminars are thoughtfully planned and organized to instill both soft and professional skills in the students.

Each faculty member serves as a mentor to a group of students, providing consistent monitoring of their academic and personal progress throughout their academic journey. Mentors address matters related to academic performance, discipline, completion of requirements, health issues, and grievances. Acting as the primary point of contact for personal and academic guidance, mentors interact with parents to ensure a comprehensive understanding of any challenges faced by the students. Special attention is given to students from rural backgrounds, aiming to boost their confidence levels and integrate them into the mainstream.

The college offers ample opportunities throughout the academic session for students to identify their interests and enhance their abilities.

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: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

The institution fosters mentor-mentee relationships to address the diversity among students. Faculty members actively recognize, reflect on, and connect with various learners, conducting tutorials tailored to individual needs. During these sessions, educators identify gaps and ensure their resolution. The college offers a range of value-added courses, including Yoga, English Language Communication Skills, and ICT, aiming to empower students and develop their interests and intellectual abilities. Microteaching sessions are also conducted regularly to refine teaching skills.

Collaborative work is emphasized within the organization, with teachers guiding and supporting students to build strong bonds necessary for healthy team interactions (team spirit). Group work stimulates the generation of fresh ideas, leading to the creation of practical models, charts, and instructional aids. Social, cultural, and recreational activities, such as community service projects (NSS), youth festivals (zonal and inter-zonal), and tutoring, provide opportunities for teachers and students to form meaningful bonds.

The college campus offers diverse academic, cultural, and recreational opportunities, contributing to the all-round development of pupil teachers. Mentors alleviate stress for mentees by imparting skills such as time management, presentation skills, and social skills. The college provides guidance for various national and state-level tests, including B.Ed. Entrance Test, UGC-NET, MAHATET, and CTET.

There is a provision for instructors to enhance their professional skills through participation in orientation, refresher courses, the Induction Training Programme, and workshops hosted by government and non-governmental organizations. Teachers, in turn, encourage mentees to deliver seminars and participate in debates, declamations, and symposiums. Emphasis is placed on the use of updated technology, with students having access to the computer lab and the internet for staying informed about current developments in their field and education.

Mentoring activities through association activities are guided and assisted by teachers, and a dedicated time is set aside before class in the morning assembly for thought of the day, daily news, and lectures on moral values. Students are trained to plan and execute various creative activities during this time, including self-reflection activities, general awareness quizzes, self-introduction in English, and brief discussions on the ideologies of great personalities.

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

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

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: 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: C. Any 3 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:

The college calendar outlines the tentative commencement dates for the internship program, and staff meetings are convened to meticulously prepare detailed timetables. The internship program is systematically aligned with the university syllabus, and the selection of practicing schools is based on criteria such as proximity to pupil teachers' residences, availability of basic infrastructural facilities, and the type of school (Government, aided, private, public).

Upon obtaining school consent, the teacher in-charges of the internship program, in consultation with the head of the institution, visit and engage with school principals. Faculty members request syllabus allotments from school teachers, and lists of pupil teachers are sent to the designated schools for teaching practice. The allocation of students to schools considers the medium of instruction, accommodating

capacity, and subject-wise requirements of the schools. During the internship, student-teachers are engaged in various activities related to classroom teaching, classroom management, and the organization of school-based and community-based teaching activities. They are required to develop a repertoire of understandings, competencies, and skills.

Regular observations of lessons are conducted by teacher educators, ensuring that students address corrections provided in previous observations. Mentor-teachers observe all lessons, offering necessary instructions to student-teachers based on feedback received. Teacher supervisors assess pupil teachers' activities, providing guidance and evaluating their copies periodically. The performance of students is observed by the accompanying teacher in charge, school subject teachers, and the peer group. Remarks are not recorded ritualistically but are offered in a suggestive manner to refine the teaching skills of prospective teachers. The head of the practicing school duly certifies the completion of the internship program. When planning the internship program, the institution ensures exposure to a variety of schools for interns. Student teachers engage in diverse internship activities in schools, receiving systematic supervisory support and feedback from faculty members in accordance with the university-prescribed curriculum.

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

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

Response: 05

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
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: C. Any 4 or 5 of the above

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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The assessment of practice teaching is a collaborative effort between the college and the respective schools. All classes conducted by each pupil teacher undergo various modes of observation, including peer observation, subject teacher in-charge observation, mentor teacher observation, and feedback from both students and teachers.

Role of Teacher Educators: To ensure effective monitoring, at least one teacher educator is assigned to each school, with the number adjusted based on the pupil teacher strength. The teacher collaborates with the school principal, mentors, and intern students. They maintain constant communication with the school, making intermittent visits. School mentors keep college teachers informed about intern performance, and designated student leaders within the group also provide updates to TEI teachers.

Role of School Principal: During the internship program, students are under the direct supervision of the school principal, following all assigned duties. The principal instructs subject teachers to be present in the class during intern-led sessions, providing monitoring and assistance if needed. They observe the class, offer feedback for improved teaching and learning processes, and contribute to the professional growth of interns. Both college teachers and school staff assist interns in planning and organizing curricular and co-curricular activities. The head of the practicing school certifies the completion of all

activities, and an internship certificate is issued to each pupil teacher by the concerned school.

Role of School Teachers: Pupil teachers are supervised by senior teachers who act as mentors, observing and evaluating their classroom performance. Mentors provide constructive feedback and suggest corrective measures. School teachers delegate various duties to student teachers, including checking answer scripts, maintaining attendance registers, organizing co-curricular activities, correcting homework notebooks, and maintaining classroom discipline.

File Description	Document
Documentary evidence in support of the response	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: D. Any 1 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: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 73.33

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: 90.91

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

Response: 06

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

2.5.3

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

Response: 4

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

Response: 24

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

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

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

Response:

Punjabhai Patel College of Education, Gondia prioritizes the professional development of its faculty members by allowing them to attend various programs such as orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by both government and non-governmental organizations. Subsequent to these programs, the institution facilitates faculty development through the Internal Quality Assurance Cell (IQAC), organizing seminars where professors can share their experiences with colleagues.

Faculty members are also given the opportunity to serve as resource persons in seminars, workshops, and events at the university, colleges, and schools. They actively participate in college activities, contributing as resource persons. The Principal encourages staff members to present papers at national, international, and state-level conferences and workshops, allowing them to avail duty leave for such purposes. The administration supports and promotes book and article writing, encouraging faculty members to publish their work in reputable journals, contribute chapters to edited books, and present research papers.

The use of cutting-edge technology is encouraged among academic members, providing access to computer labs and the internet for staying abreast of the latest developments in their field and in education. Faculty members actively engage in academic tasks, including assessment, paper setting, and exam invigilation. The University assigns specific faculty members from the college each year to serve in various special duties such as coordinators of teaching skills, syllabus revision, flying squads during university exams,

external examiners for viva-voce, and members of selection panels, Board of Studies, and Academic Council.

The institution promotes staff members to enhance their qualifications for professional and career growth, facilitating opportunities for higher education through Faculty Development Programs (FDP).

The college acknowledges and honours faculty members for their outstanding performance through awards, recognizing excellence in meetings and through the public address system. The Principal actively encourages staff members to pursue Ph.D. and apply for NET examinations.

The various facilities and exposure provided to faculty members enable them to grow professionally and stay updated with new educational trends.

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:

Our college has effective references regarding continuous Internal Evaluation (CIE) system. College has constituted a committee for the effective implementation of internal assessment. The Studentteachers are continuously assessed & evaluated by the committee. The various assessment strategies are adopted by our college. Each Semester of B.Ed. Course contains theory & practical aspects. Our college has adopted assessment strategies through internal assessment like results analysis, experimental learning, practical oriented activities, report writing, internship programme, group work activities, cultural activities, etc. Through this all activities continuously internal evaluation has been done.

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: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

As per the norms National Council for Teacher Education (NCTE) and Government of Maharashtra, College has established women Empowerment Cell in college campus to empower and safeguard the rights of female members, faculty, staff and students in the college. The WEC works to promote gender sensitivity in the college and conduct diverse programs to educate, sanities both male and female members and produce harmonious atmosphere in the college campus. To identify and promote the strong leadership and the growth of women as individuals in their own right, to educate girls' students on women's specific health issues, to create social awareness about the problems of women, gender equity and prevention of sexual harassment are the some objectives behind the establishment of WEC.

Our college has effective references regarding continuous Internal Evaluation (CIE) system. College has constituted a committee for the effective implementation of internal assessment. The Studentteachers are continuously assessed & evaluated by the committee. The various assessment strategies are adopted by our college. Each Semester of B.Ed. Course contains theory & practical aspects. Our college has adopted assessment strategies through internal assessment like results analysis, experimental learning, practical oriented activities, report writing, internship programme, group work activities, cultural activities, etc. Through this all activities continuously internal evaluation has been done.

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

1. End Semester University Examination: as per the semester set by the university, through which the institution measures programme outcomes in each semester end examination by the internal evaluation committee. 2. Internal

Assessment: The students are given assignments Action research project, field work etc. which are designed in alignment with Programme Outcomes of the respective subject. 3. Practical Assessment/

External Assessment: It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files. 4. Result Analysis: At the end of each semester, result analysis of B.Ed. Programme is carried out indicating the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, and COs as specified by the university. 5. Internships and Placements: Students are encouraged to

take up internships. The Placement Cell of the college helps and polishes the students according to professional standards and

provides ample opportunities for students to get placed in esteemed companies (Educational Institutions). This helps them to obtain

necessary skills and practical experience in their chosen discipline.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

PROGRAM OUTCOMES To help students gain a grasp of major philosophical options available in the field of education. To develop among students an insight into modern theories of learning and development. To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society. To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers. To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers. To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc. To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems. ? To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education

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

2.7.2

Average pass percentage of students during the last five years

Response: 85.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	50	42	47	36

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

2.7.3

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

Response:

PROGRAM OUTCOMES To help students gain a grasp of major philosophical options available in the field of education. To develop among students an insight into modern theories of learning and development. To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society. To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers. To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers. To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc. To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems. ? To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 50

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:

Our college follows the norms and direction prescribed by the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur regarding the continuous internal evaluation and assessment of the of the students. In the 2 years B.Ed. curriculum, 60 % weightage is given to the theory work and 40% weightage in given to the practical work. Other than that, the internal assignments are to be completed for each paper and in each semester. The Assistant Professor are continuously assessing the students performance right from the

beginning till the end of the academic year.

At the time of admission process the principal of the college interacts with the students and the parents to know their needs and exceptions from the college . The complete admission process in the college is done strictly as the rules of CET Cell of state government and affiliating university.

To keep in mind the students entry level performance the college faculty arrange/organized the different type of activities such as workshop, seminar , conference, co-curricular and extra –curricular activities to gives the various types of experience to the trainee students.

A variety of programs in various field which are included in the course curriculum such as drama and arts are useful to discover the hidden talent, abilities of students. It is also useful to develop the confidence level of the students.

The evaluations of the students has been done time to time to check the performance of the students at various levels. To guide the low achiever students to improve their performance for such students the college organize tutoring or additional guidance class in that subject to improve the skills and scores in that subject.

Peer tutoring is also available to meet the learning needs of these students. The interaction with students by faculty members helping them to solve their academic and personal issues and helpful for the general and professional development of the students.

The time to time feedback and monitoring by the college faculty for evaluating teaching proficiency of student teachers.

The trainee students are encouraged by the faculty members and peers is helpful to develop the

personality and knowledge of the students.

In this way the different method are used to cater the needs of learner and to access these needs, various assessment task like EPC s, Assignments, participation in co-curricular activities are done to know about the performance improvement of the students.

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:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

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

File Description	Document
Data as per Data Template	View Document

3.1.4

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

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

Response: E. None of the above**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: 6.97

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
01	25	02	11	07

File Description	Document
First page of the article/journals with seal and signature of the Principal	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: 1.36

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
01	00	02	00	06

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

3.3 Outreach Activities**3.3.1**

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

Response: 0.2

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
01	0	0	0	0

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

3.3.2

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

Response: 20

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
50	0	0	0	0

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

3.3.3

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

Response: 4

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
03	02	01	02	02

File Description	Document
Data as per Data Template	View Document

3.3.4

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

Response:

The Village Survey program was organized by our college in the month of Jan. 2023. For this program intimation was given to all the students of B.Ed. Course (2021-23) regarding this survey program. Accordingly students have been distributed the questionnaire containing the problems of villagers i.e. Social, Economical and Educational. All the students had reached along with the faculty to the campus of Gram Panchayat Village, Dhakni which is 5 Km far from the institution. Students had visited Door to Door of all houses of villagers. Students have collected the information through the questionnaire from the villagers. The villagers have also supported to our students in respect of collecting the data.

After collecting the data students have summarize the said data and prepared report individually. A summary of report was prepared. From the report the result were drawn and appropriate suggestions were given to the concerned authority to improve the lives of villagers.

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 5

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
5	5	5	5	5

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

3.4.2

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

Response: 5**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 05

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: D. Any 1 or 2 of the above

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

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:

Library: The College Library is partially computerized with LIB Man Software. The College library is well setup having the collection of

16746 books including 237 reference books. - text books. 27 Periodicals and also Bound Volumes 199 CDS, 56 thesis and dissertation and -- teaching-learning aids. Our library is member of INFLIBNET, NList

programme from the year 2011 Reading rooms of the library is well equipped with seating capacity of 30 students.

Classrooms : There are total 04 numbers of Classrooms in our college. It is place for students-teachers to be active listeners

and participate in learning activities. All the classrooms are well equipped with basic technological faculties. This classroom provides

platforms to student-teachers to maintain effective communication.

Various Labs : Various Labs like ICT lab, ET lab, Language Lab,

Science Lab, Psychology Lab, Curricular Lab, etc are maintained by the appointing faculty members as in-charge of Lab to monitor

effective utilization of that particular lab. The cleaning & maintenance of all classrooms & labs are regularly done with the efforts of regular staff of the college. All the labs are available for the faculty members of the college and students admitted in the college.

Computer Lab: Our college computer lab has well equipped with 12 computers.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 40

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

Response: 02

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

Response: 05

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response: 100

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
9.48084	9.14712	3.52795	7.05962	5.79426

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

4.2 Library as a Learning Resource**4.2.1****Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

Response:

Library: The College Library is partially computerized with LIB Man Software. The College library is well setup having the collection of 16746 books . All books uploaded in LMS. Barcode, Printer and

Pasting of Barcode is in the Process. Barcode reader and Printer is available in library. Library Has separate email -ppclibrary1963@gmail.com and a blog name as ppclibrary.blogspot.com provides e-content and weblinks for the students and teachers. 237 reference books. 17 Periodicals and also Bound Volumes 48 CDS, 560 thesis and dissertation and -- teaching-learning aids. Our library is member of INFLIBNET,

N-List programme from the year 2011 Reading rooms of the library is well equipped with seating capacity of 30 students. In order to familiarize faculty and students about the books library has organized 'Book Exhibition' on the occasion of Vachan Prerna Diwas. Every student has to obey the library rules. While issuing and receipt of the books from the library students are compulsory to have show their Identity and Library Card.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

The library has secured membership with N-LIST (National Library and Information Service Infrastructure for Scholarly Content), an initiative by the Ministry of Human Resource Development (MHRD) and executed jointly by E-Shodh Sindhu Consortium through which, students gain access to a vast repository comprising over 6000+ e-journals and 199500+ e-books is also introduced. To facilitate remote access to subscribed e-resources, individual login IDs and passwords are provided on students email via INFLIBNET platform. This ensures that students and teachers can conveniently tap into these valuable resources from any location.

Our Library has its own blog for presentation of e-content publically. The library blog provides links to the curriculum related study material available on internet or various authentic sources. Library blog provides only linkages. It save the time of users for searching various topic on internet. Photos of library activities put on blog. Till day 5796 visitors visited the blog. Blog address is ppclibrary.blogspot.com

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: D. Any 1 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

4.2.4

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

Response: 42119

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
41607	78723	5640	20465	64160

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

4.2.5

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

Response: 1.63

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: 18

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: 21

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: 19

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: 16

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: 17

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

College is having different technical facilities like classroom, wi- fi etc. College is also having one language laboratory. Computer lab is equipped 12 computers and all computer connected with internet. All computers are in working condition. All facilities of the college have been updated on regular basis and also purchased new equipments as per requirement. Continuous upgradation of the infrastructures is one of the quality policies of the institution. CCTV camera installed in college campus. CCTV Camera : 08 Computer Details:12 Computer Lab: 01 Computer in office and Library: 06

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.17

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

4.3.3

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

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	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:** 83.95**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
9.48084	3.52795	3.52795	7.05962	5.79426

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

4.4.2

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

Response:

Our institution meticulously oversees and optimally utilizes its physical academic and other facilities, ensuring the regular maintenance of all infrastructural assets. This upkeep is conducted by a team of well-trained and experienced in-house experts, with dedicated budgetary allocations set aside for maintenance purposes. The institute manages maintenance through the following methods:

Academic and support facilities: Classrooms, laboratories, staff rooms, seminar/conference rooms, and common rooms for both girls and boys, are consistently maintained through regular cleaning performed by designated housekeeping staff assigned to each floor. Additionally, dustbins are placed in each room for proper waste disposal.

Classrooms: Every classroom is equipped with boards, and the store supervisor conducts periodic assessments of the physical condition of classroom amenities such as benches, chairs, fans, lights, and white screens. Any identified repairs are promptly addressed. Teaching aids like LCD projectors and podiums undergo regular checks and maintenance by the IT department. Prior to both internal and university examinations, thorough cleaning of classrooms is carried out, and an inspection by the examination section ensures the absence of any objectionable matter.

Computers: The institute's internal technical staff, including assistants, diligently maintains the institute's computers and devices under the supervision of the System Administrator. A computer technician conducts regular monthly checks on all computers, scanners, and printers for the maintenance of both hardware and software.

Laboratories: Within the laboratories, lab assistants play a crucial role in maintaining the efficiency of equipment, furniture, and accessories. The lab in charge assumes responsibility for the proper functioning of equipment, addressing any necessary repairs. To initiate the repair process, the lab in charge records detailed problem descriptions in a register located at the central stores. Upon receiving the complaint, the store in charge initiates the repair process, seeking approval from the principal. Post-repair, confirmation from the lab in charge is obtained.

The lab in charge is also responsible for verifying the condition of balances, equipment, and sophisticated machinery, including Xerox machines. Periodic reporting and the submission of repair and maintenance requirements are carried out by the Head of the Department (HOD) to the central stores. Interdepartmental staff members are designated for stock verification of the laboratories.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: D. Any 5 of the above

File Description	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: D. Any 2 of the above

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

5.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1**Percentage of placement of students as teachers/teacher educators****Response:** 2.44**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
4	0	0	1	1

File Description**Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 18**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 9

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

Data as per Data Template

[View Document](#)**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 2.85**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
2	1	2	2	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:

The student council is an elected body of the college as per the norms decided by the college & management keeping in view the university norms & regulation about the selection of the candidates. The student council provides their full support for the smooth functioning of the college to other co-curricular and extra-curricular activities organized in the college in that particular academic year (session). As per the academic calendar, various cultural, sports and other events like birth anniversaries of various leaders and eminent personalities in the social and educational field. The student council plays its role by taking active participation in consultation and discussions along with the head of the institution and teaching staff for the qualitative improvement of academic and administrative services to the B.Ed. students.

Functions of Council :

1. Speak Up for Students: The council talks to teachers and other college leaders to make sure students' ideas and concerns are heard.
2. Plan Events: They organize events that make college life more exciting, like cultural celebrations, and activities like Awareness Programs, Women Empowerment Programs, Donation camps ,etc that bring everyone together.
3. Help the Community: The council works to make the college a good neighbor, doing things that benefit the local community like Swachhta Abhiyan, etc.

Role of Student Council :

The Student Council has several important jobs that help make college a great place for everyone.

1. Speaking up for Students: The council talks to teachers and other important people in the college to make sure everyone's ideas and concerns are heard.
2. Leading Events: They plan and organize fun events like cultural celebrations, and activities that bring everyone together.
3. Representing Everyone: The council speaks for all students in meetings with college leaders. They make sure that everyone's opinions are considered when important decisions are made.
4. Leadership Roles: The President and Secretary lead the council. The President makes sure everything runs smoothly, and the Secretary helps with communication and organizing activities.

5. Connecting Students and College: The council helps students talk to college leaders about any issues they have. They suggest ways to make things better for everyone.
6. Helping with Studies: Student councils support academic success by providing study resources, mentorship opportunities, and workshops. They also address any academic concerns students may have.
7. Making Campus Green and Socially Responsible: Student councils take steps to make the campus more environmentally friendly. They also get involved in social responsibility projects, like community service and awareness campaigns.

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

5.3.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The college has Alumni Association. The alumni support the College and contribute to its instructional, academic and infrastructural development.

Aims and Objectives

1. To organize the reunion of past students.
2. To provide the forum to establish a link between the alumni, staff and students of the college.
3. To encourage the alumni to take an active and abiding interest in the work and progress of the college.
4. To utilize the expertise and resources of alumni for enhancement of infrastructural facilities of the college.
5. To create carrier opportunities for the present as well as for the past students through interaction with resourceful alumni.
6. To utilize the services of alumni in academic and administrative reforms.
7. To introduce the college activities for the society.
8. To suitably recognize outstanding social and community service by the alumni by the students.

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

5.4.2

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

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

Response: E. None of the above

5.4.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

5.4.4

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

Response:

Our institution has non-registered Alumni Association. Our college has a separate alumni association committee. Many of the alumni are working at higher posts in education faculty and other field also. The contribution of alumni association & members of the association helps the college in various ways by organizing some events and giving their contribution for the development of the college.

The Student Council also stays in touch with college graduates, building a link between current and past students. Keeping ties with alumni ensures a strong connection between past and present students, creating a supportive network that goes beyond college. This collaboration adds different perspectives and experiences to the council's efforts to make the college experience better for everyone.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Vision :

To emerge as a centre of excellence in teacher education.

Our Mission :

To Provide experience-based learning for multifaceted development.

To contribute to national development through teacher education programme.

To foster innovative and responsible integration of technology in education.

To instil the spirit of inquiry through research.

Institutional Objectives :

To encourage teaching practices grounded in educational research.

To develop global competencies and life skills among students.

To include values through curricular and co-curricular activities.

To foster reflective and constructive teaching-learning approaches.

To sensitize the learners towards social aspects.

To train the student-teacher for their all-round development.

To train the student-teacher to promote values in society.

To provide opportunity to student-teacher to enhance their knowledge and constructive ability.

File Description	Document
Vision and Mission statements of the institution	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The institution practices decentralization and participative management in its governance.

It follows a democratic and participatory approach where all stakeholders actively participate in administration. From the Chairman of the Management Committee to staff and students, everyone plays a role in the college's building and development. The principal and faculty members are part of the managing committee, taking measures to involve staff in improving effectiveness and efficiency.

The college has a Student Council, comprising a President and Secretary, elected through a transparent process. The Class Representative (CR) system ensures student representation, allowing one student from each class to voice concerns. Student Council meetings assess teaching, learning, and support services, organizing events, competitions, and expert talks to enhance leadership skills. The election process involves students nominating themselves, voting, and transparent counting, including senior teachers and students. Elected members are announced in the assembly. To promote decentralization, the college assigns specific duties to teaching and non-teaching members. The institution embraces decentralization and participative management, involving stakeholders at all levels. The Student Council plays a crucial role in representing student interests, fostering leadership skills, and organizing various activities. The election process ensures transparency, and duties are allocated to different members to enhance overall efficiency.

6.1.3

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

Response:

The college conducts internal and external financial audits regularly at periodic intervals. The internal audit is being conducted every year on a continuous basis by the internal committee members. The internal committee verified all financial items and systems associated with the finance. The committee submits the findings and suggestions in the form of report at the end of the every financial year to the college. The college conducted external audit of the salary and other related accounts. With regard to internal audit, the audit team which visits every laboratories and library physically verifies the resources and also inspects the entire records.

Curriculum Development: Our institution is non-autonomous. Hence, we strictly follow the curriculum prescribed by the affiliating university i.e. Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. Regularly, the university committee board of studies (BOS) reviews the curriculum and discusses quality improvement. College council committee and curriculum evaluation committee discuss on the same issue and give some meaningful suggestions to the university committee.

Teaching and Learning: The teaching learning process aims at the transmission of knowledge, imparting skills and formation of attitudes, values and behavior among the students. In curriculum transaction, teachers were encouraged to adopt new teaching methods that may be ICT based and to fulfill the global education trend, the teacher of new era should be innovative and creative. So, our teachers used the different types of methodology and new trends in education for the better understanding of given concepts and also to develop creativity in students.

Examination and Evaluation: Our education institution is to follow the affiliating university pattern of examination and evaluation. There is one separate examination committee in the college to conduct the practice examination before the university examination of the students.

Research and Development: Our institution has B.Ed. programs. In the two years B.Ed. program there is one action research project included as EPC (EPC-Enhancing professional competencies) with 50 marks as internal assessment for Fourth semester students. It's a compulsory activity for B.Ed. students. This project is based on classroom, school and community.

.Library, ICT and physical Infrastructure /Instrumentation

Our college library is well equipped having sufficient number of books and journals to run the B.Ed. program. Internet facility and e-books are also available in the library. It is also provided to the readers to make use of them.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college maintains quality education by adopting the guidelines of the University Grant Commission (UGC) National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC) and other related statutory bodies. The curriculum for the B.Ed. course programs is designed with subject to the norms of NCTE and RTM Nagpur University, Nagpur. Curriculum transaction begins at the faculty level; where the faculty teaching the course, make the necessary changes and the faculty of college has created different manuals based on topics from curriculum. It has included Internship, Observation, School Engagement, Time-table, Micro-teaching workshop, Psychological experiment copy, general lesson plan copy, educational content, EPCs copies, continuous Evaluation programme etc. are more interactive. The college makes provision for ensuring that all the outcomes expected of teachers are realized by using a wide variety of instrumental approaches and closely supervised teaching internship.

Ensure maximum performance of students Projects such as CCE, value-based education, Action Research, Environment Education, Personality Development, Health and Physical Development (Yoga Education) and Scout Guiding etc. Various activities organized for the students. Expert and resources persons were called to guide the students. Placement cell is active at the college which provides career guidance and counselling to the students. It also Guide for how to face teachers Interview by to the students. It benefits them for

the campus interview. The strategy followed by the college is quite specific and action oriented. In order to achieve the goals, the College has designed specific short term and long term plans.. The staff of the college are governed on the principles of participation and transparencies.

Our institutional strategic plan is successfully implemented in local MOUs Practicie teaching schools.

B.Ed course internship has divided into 2 semesters.

In Sem -2 internship of 4 weeks. Following activities will have to be undertake by the internees.

First Week: There is school visit programm. 2 days for every school i.e. Primary/Upper Primary/Secondary/Sr. Secondary.

Second Week: There is a observation schedule. Observation of classroom teaching, Classroom and School sites including library, laboratories and sports/extra moral programme within the school with preparation of school profile.

Third Week : Skill development through simulated and micro teaching sessions.

Fourth Week : Improvising of Teaching aids/Exhibition/Gadgets four use in schools.

In Sem 3, internship of 16 weeks. following activities will have to be undertaken by the interneers. 16 week divided in to 3 parts.

4 week for Primary/ Upper Primary Schools

10 weeks for Secondary level schools

2 week for Sr. Secondary Schools.

The purpose of the internship programme is to integrate theoretical knowledge of courses. In respective and pedagogy with engagement in various size such as the schools, the classroom, the community, learner and their by ensuring a holistic development of teaching competencies and skills needed for an effective teacher profession. The Activity during the internship programme are as follows :

Observing teaching session of school teachers

teaching 40 lesson

participation in prayers assembly organization and co-curricular activities.

Library and Lab Management

Excursion, study tours as par of the school programme.

Teacher Parent Meeting

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

6.2.2

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

Response:

The college has a fully qualified teaching staff as per the norms of UGC & NCTE. The non-teaching staff members are also in the position as per the UGC/NCTE/State Government norms. All the staff members are work for the quality enhancement of education in the institution. The service condition is determined by the management of the college without creating any insecurity feeling of the job in the institution.

Punjabhai Patel Collge of Education, Gondia adheres to well-defined policies that govern its programs and activities. The

approval of policy decisions rest with the college's governing body, ensuring a comprehensive oversight of administrative, academic, and research endeavors. This body also plays a crucial role in formulating regulations for co-curricular and extra-curricular activities. The Principal holds the authority to establish committees and cells as per the college's needs, spanning areas such as academics, culture, examinations, finance, development, research, and extension activities. Regular meetings, fostering continuous communication between staff and the principal, are conducted to discuss and make decisions.

The Institutional Quality Assurance Cell (IQAC) oversees and monitors these meetings, aiding the principal in fostering an environment of academic excellence.

The Governing Body, responsible for reviewing progress, administrative processes, and co-curricular activities, forms committees for effective administration. The Academic Committee assesses both academic and administrative facets, while the Finance Committee green lights proposals for infrastructure development and scholarships. All regulations are documented in a service manual crafted by the Governing Council. The Principal takes charge of the college's overall functioning, covering administrative, academic, co-curricular, extra-curricular, and extension programs. The IQAC actively contributes to enhancing the college's academic and administrative performance.

Service rules at the college align with the University's guidelines, ensuring adherence to the academic calendar and other regulations. Staff members receive orientation regarding the Administrative and Service Manual, outlining conditions of service, roles, responsibilities, leave policies, code of conduct, and incentives for attending Faculty Development Programs or achieving academic excellence.

Gondia Education Society, Gondia runs our college. In terms of appointments, our management follows criteria dictated by NCTE, UGC, and the affiliating university. Advertisements are published nationally and locally, inviting eligible candidates for interviews conducted by a selection committee. The qualifications, teaching experience, and other eligibility criteria for recruitment adhere to the standards set by the state government, UGC, NCTE, and the affiliating university. The college calendar meticulously plans academic and non-academic events, including holidays, exam dates, and various college activities. Staff members and students actively participate as coordinators or members in different committees and cells, contributing to the holistic functioning of the institution

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

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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

The institution has formed various committees and cells for the smooth functioning various activities and to carry various responsibilities. All these cells and committees work under the IQAC. The meetings of these committees are held under the chairmanship of the college principal. The members of the committee have to remain present to discuss the issues and problems with other members and the head of the institution. The implementation of the decision taken in meeting is done according to the policy of the institution. The effectiveness of various bodies, cells, and committees is evident through the minutes of meetings and the successful implementation of their resolutions and decisions.

The college established the Internal Quality Assurance Cell (IQAC) to ensure quality in its activities. The IQAC works consistently to foster a culture of quality across all aspects of the college. It monitors the implementation of the college's vision and mission, preparing a development perspective plan executed annually. The IQAC focuses on strategies like digitization, promoting gender equality, and strengthening extension activities. It plays a vital role in suggesting quality improvement measures.

Anti Ragging: The committee ensures that the campus is free from ragging. The committee has a flying squad which visits the various locations of the college campus to ensure that the campus is ragging free.

Internal Assessment: The committee takes the responsibility of conducting the internal Assessment test in an efficient and effective manner.

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 effectively implements the welfare schemes for the teaching and Non- teaching faculties. At the end of every academic year each teacher fill up the performance appraisal and submit to the IQAC. The Permission and duty leave are granted to the faculty as per requirement to attend FDP such as Orientation programmes and Refresher courses, short term courses, conferences , Seminar, Workshop etc. for the career development and progression of the teaching.

The College makes arrangements for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Reimbursement, Health Fund Scheme, Group and Accidental insurance Besides the above, the following benefits are given to the teaching and non-teaching staff.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 100

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
6	6	7	7	7

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:**

Every faculty member submits their performance based appraisal at the end of the session to the IQAC. It is also scrutinized and evaluated by the principal and IQAC coordinator remarks are made on the report. Recognizing the pivotal role it plays in enhancing overall organizational performance and aligning with the institution's mission and vision. An effective performance management system is vital for the efficient administration of the organization. This system focuses on continuous improvement, evaluating the performance of both teams and individuals to ensure the successful realization of organizational goals. It acts as a guiding framework, supporting the institution in maintaining high standards of productivity and efficiency.

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

6.4 Financial Management and Resource Mobilization**6.4.1****Institution conducts internal or/and external financial audit regularly****Response:**

The college conducts internal and external financial audits regularly at periodical intervals. The internal audit is being conducted every year on a continuous basis by the internal committee members. The internal committee verified all financial items and systems associated with the finance. The committee submits the findings and suggestions in the form of report at the end of the every financial year to the college. The college conducted external audit of the salary and other related accounts. With regard to internal audit, the audit team which visits every laboratories and library physically verifies the resources and also inspects the entire records.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The college conducts internal and external financial audits regularly at periodical intervals. The internal audit is being conducted every year on a continuous basis by the internal committee members. The internal committee verified all financial items and systems associated with the finance. The committee submits the findings and suggestions in the form of report at the end of the every financial year to the college. The college conducted external audit of the salary and other related accounts. With regard to internal audit, the audit team which visits every laboratories and library physically verifies the resources and also inspects the entire records.

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:

College has adopted quality management strategies in academic and administrative aspects. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement; Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality; Development of Quality Culture; Key quality-enhancing measures implemented by the college include participation in co-curricular activities, integration of ICT in teaching, emphasis on assignment and tutorial sessions, provision of remedial classes, and guidance for exams like NET/SET, CTET, TET, and TAIT. The college's commitment to continuous improvement in teaching and learning is evident through comprehensive mechanisms, faculty development initiatives, student feedback integration, and strategic quality measures. These efforts collectively contribute to the institution's success in fostering a dynamic and effective educational environment.

6.5.2

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

Response:

The institution reviews its teaching-learning process periodically through IQAC. The problems and issues regarding the teaching-learning process are discussed in the IQAC from time to time. Microteaching program, lesson planning and other issues like curriculum transaction and other activities related to the curriculum are discussed in the IQAC and is implemented by faculty members.

Occasionally, an expert faculty of various disciplines is invited by the college to guide the students on various issues. The teacher of new era should be innovative and creative. Our teachers use different types of methodologies and new trends in education for better understanding of given concepts and also to develop creativity in students.

The college's Internal Quality Assurance Cell (IQAC) consistently evaluates the teaching-learning process through various mechanisms. Ensuring the effectiveness of education, the IQAC employs diverse strategies to review institutional operations and drive reforms.

Each academic year begins with meticulous preparations, guaranteeing well-equipped classrooms, quality laboratory instruments, enriched library resources, and ICT facilities. Syllabus revision workshops engage faculty members, enhancing their readiness for effective teaching. Timetable scheduling considers course nature, distinguishing between compulsory, elective, add-on, and remedial courses, while accommodating co-curricular and extra-curricular activities.

Emphasizing continuous improvement, the IQAC prioritizes teacher training workshops, encouraging diverse methodologies like projects, internships, field visits, and ICT-based teaching. Faculty members contribute specialized tools such as workbooks and practical handbooks. Guest lectures by eminent faculty broaden students' exposure to cutting-edge knowledge.

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: 15

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
17	17	16	14	11

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
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:**

The incremental improvements achieved by the institution in academic and administrative domains of its functioning through quality assurance after first cycle are given below.

Our institution introduce post graduation courses M.Ed. (2007-08) to 2017-18. but some academic reason, this course is closed by management.

The institution granted as a research centre for excellence (Ph.D.) status from RTM Nagpur university Nagpur. Research Centre validity is completed on May 2022. After completion of validity we are not renew the research centre. The institution diligently monitors incremental improvements achieved in both academic and administrative domains through its robust quality assurance initiatives. Several noteworthy accomplishments showcase the institution's commitment to continuous enhancement.

Academic Domain:

1. Library Upgradation: The library has undergone significant upgrades, becoming more equipped to meet the evolving needs of students and faculty. This enhancement ensures a conducive learning environment with access to a diverse range of resources.

3. Teaching-Learning Process Improvement: A focus on improving the teaching-learning process

demonstrates the institution’s dedication to enhancing the educational experience. Initiatives such as introducing smart boards contribute to more effective and engaging teaching methodologies.

4.Campus Cleanliness Initiatives: Simple yet impactful measures include providing door mats in each class, placing trash bins in working stations and classrooms undertaken. Additionally, community service activities emphasize the collective responsibility for maintaining a clean environment.

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:

Energy conservation entails reducing power consumption through the implementation of energy-saving measures and strategies. The key approach involves enhancing efficiency by actively engaging the primary users, namely, the staff and students. The College has strategically designed its buildings to maximize natural light and ventilation. Staff and students are sensitized to turn off lights and fans when not in use. Air conditioners are used judiciously, and energy-efficient LED lights have replaced traditional high-wattage bulbs. Energy-efficient appliances with timers and Energy Star ratings according to the standards set by the Bureau of Energy Efficiency, such as split and inverter ACs and star-rated equipment are used. Each room is equipped with floor and Block wise master switches to shut down power when not in use. The institution also explores alternate energy sources to meet its power requirements. The institution has adopted a comprehensive LED lighting policy throughout the campus. Awareness initiatives, including signboards and programs, have been undertaken to educate students about energy efficiency.

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:

Waste is an inevitable part of our lives. Over the years the awareness about waste management techniques has given a rise to rethink how the waste can be avoided being sent to the landfills. The audit provides an approximation of the types of waste generated, location of waste collections, disposal techniques used, waste segregation methodologies adopted, and waste management strategies that are implemented in addition to the newer ways that can be adopted aiming to make the premise clean and sustainable.

File Description	Document
Documentary evidence in support of the claim	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: C. Any 2 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

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: C. Any 2 of the above

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

Response:

The institution sensitizes the students and the employees to the constitutional obligations about values,

rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extracurricular activities. The college curriculum is framed with courses like Introduction to Constitution of India, Gandhian Economic Thought, Moral Philosophy, Practical Ethics, Value Education, Philosophy of Human Rights and Applied Philosophy as a small step to inculcate constitutional obligations among the students. The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

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: C. Any 3 of the above

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

7.1.7

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

7.1.8

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

Response:

All the resources available in the college are properly utilized for the development of the college as well as the students. Organize campus visits and other activities for the students to make them aware of the rural surroundings. Make them aware about the resources around us and the various resources available in area. Make them aware about the problem in the society by conducting field visits. Various activities are also organized at the college level.

The institution is committed to fostering a disabled-friendly and barrier-free environment, ensuring inclusivity for all individuals. Various measures have been implemented to create a supportive atmosphere.

7.1.9

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

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

Response: A. All of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1) Best Practices :

To inculcate the moral values education aims at developing a balanced set of capabilities of students they required become economically productive, develop sustainable livelihoods, contribute to peaceful & democratic

society's & enhance individual well being social emotional skills can helps. Students set goals for themselves

& build positive relationship with peers' For developing skills & values within future teachers. our institution

follows few best practices. Value paripath (General Assembly)

Objectives :

1) It helps to improve students knowledge.

2)To check the uniform clean & hygienic condition

3) To build up confidence in students.

4) To make them discipline

5) To develop unity

6) To stimulate extracurricular activities.

7) To motivate expression & overcome self consciousness.

8) To share information

9) In assembly followed by National Songs, National anthem, Message of the Day, current affairs, quotations

& discussion on academic activities.

2) Village Adoption

Meaning- village adoption means working with the community of the particular village. It is process of empowering the village to active the goal of development in all respect.

Objectives:

1) To develop village is association with local Panchayat, District Govt. Administration and other bodies.

2) To create awareness about the various state & central government skill offered for the village especially.

3) To conduct health care programme

4) To know their Socio-economic status

5) To create awareness about the cleanness

6) To create plastic free village 1

7) To create awareness about tree plantation & to make the green village.

!..

Context :

our college is one of the oldest training institute established on 1963 situated in Gondia (M.s.) Gondia is itself

district and located at the border of M.P. & C.G. State. Most of the students are coming to our college institution from remote, rural and tribal region. Their parents are mostly illiterate and lack of awareness about

the various Govt. Schemes, about their health, cleanliness, water literacy etc.

our institution has adopted a small village Dhakni which is 5 KM away from the college campus.

our faculty and students are try to set goals with the help of villages & Govt. Administration.

Evidence of the success :

our college has conducted the survey of villages regarding their social economic status. our college has also

conducted plantation awareness rally, plastic eradication awareness, rainwater harvesting awareness programme in the adopted village.

Problem encountered :

As our educational institution is run in the rural region and most of the students are from the rural areas.

Most of the students are from economically poor families and socially downtrodden society. They are also lack of knowledge of the importance of plantation, saving of water, importance of cleanliness etc.

Conclusion:

The village adoption is dream project of our institution. Hence in every academic year we are arrange the various programme to achieve our goal.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Punjabhai Patel College & Education has its roots in the Bhandara & Gondia District. It has been started its journey since 1963. This

only Grant-in-aid institution. The College has started its journey with Hindi medium towards performance of excellence degree in all

the aspects of professional development of the teachers. This institute as a globally compatible, comprehensive, infrastructural

and instructional facilities alongwith educational research and extension services. The institute aims to prepare passionate,

innovate teachers with commitment to excellence in teacher educator and professional outlook. This college aims to prepare teachers for the 21st century with a focus to develop their competencies and their skills required to complete in the global opportunity. This college takes regular steps in higher quantity & need based programme in teacher education at affordable cost as per govt. guideline are provided.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

- 1) To guide student teachers to participate in different competitions.
- 2) Admissions to **B.Ed. (Full Time) Regular Professional Course** through State Common Entrance Test Cell, Maharashtra State, Mumbai.
- 3) Preparing the institute for ITEP.
- 4) Regular guidance for students to prepare for exams like TET, CTET, TAIT, NET and SET.

Concluding Remarks :

Gondia Education Society's, Punjabhai Patel College of Education Gondia is located in the city Gondia of Maharashtra State. It is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. The College is thankful to Hon'ble Director of NAAC, Bangalore for giving an opportunity for second time to evaluate ourselves. The college faces many inherent challenges as per changing times, which affects its day to day functioning, at the same time this gives an opportunity to excel the quality, to contribute to the national development, to foster global competencies among the student community, inculcation a value system, integrating Technology in Teaching Learning Process and believing in the fact that, quality is a continuous journey. Our vision is to create value based excellent teachers that would work in adverse condition for the poor downtrodden society and this provides support to national mission "Education for all through excellent value-based training for all" In a nutshell, the institution is all set to achieve "**Excellence in Teacher Education**" and this objective is adopted as a mission sentence (motto) by our institution.

In spite of these and other challenges, the institution is moving further to make progress, Achievement of goals & objectives, educating student-teachers in an excellent way, to train teachers for better tomorrow & share its contribution in the national development.