



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	HITKARINI PRAKASHAN MAHILA MAHAVIDYALAYA
• Name of the Head of the institution	Dr. Sulakshana Tripathi
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07612402484
• Mobile No:	9300017294
• Registered e-mail ID (Principal)	bed@hitkarini.edu.in
• Alternate Email ID	tripathisulakshana@gmail.com
• Address	Civic Centre, Marhatal, Hitkarini Sabha Campus
• City/Town	Jabalpur
• State/UT	Madhya Pradesh
• Pin Code	482002
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Rani Durgawati Vishwavidyalaya, Jabalpur				
• Name of the IQAC Co-ordinator/Director	Dr. Nirupama Pathak				
• Phone No.	9589761544				
• Alternate phone No.(IQAC)	8109271808				
• Mobile (IQAC)	9589761544				
• IQAC e-mail address	nirupama.pathak@gmail.com				
• Alternate e-mail address (IQAC)	bed@hitkarini.edu.in				
3.Website address	http://hpmm.hitkarini.edu.in/				
• Web-link of the AQAR: (Previous Academic Year)	http://hitkarini.edu.in/hpmm/aqar/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://hitkarini.edu.in/hpmm/wp-content/uploads/2024/11/academic-calendar-2022_23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.52	2017	28/03/2017	27/03/2022
6.Date of Establishment of IQAC			15/11/2015		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	NA	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. IQAC prepared and uploaded College Academic Calendar on college's website. 2. Workshop and Seminars conducted on quality Improvement 3. Induction/Orientation Programme</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	
Nil	Nil	
13. Whether the AQAR was placed before statutory body?	No	
<ul style="list-style-type: none"> • Name of the statutory body 		

Name of the statutory body	Date of meeting(s)
Governing Body	03/03/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	26/01/2024

15. Multidisciplinary / interdisciplinary

The institution is preparing to include the Multidisciplinary approach in education as per the National Educational Policy 2020, which makes the students gain an arsenal of skills i.e. problem-solving, critical thinking, time-management, self management, communication and writing, analysis and research methodologies, teamwork, and much more - that are easily transferable across work environments. Keeping in view the problems faced by the students, the college is planning to set up numerous activities through various Clubs and Committees to bring a human search for connectedness.

16. Academic bank of credits (ABC):

The institution is ready to fulfill the requirement of the Academic Bank of Credits as proposed in NEP 2020. ABC is essentially a credit based highly flexible and student centric facility. As ABC is permitting the students to store the information of their credits digitally, the College has self-study courses and online courses previously under the guidance and support of the MOOC - SWAYAM Coordinator while implementing its' curriculum. A wide range of self-study courses are available for them to select courses and earn credits.

17. Skill development:

Since to exploit the lockdown period effectively, the institution initiated Skill Development Centre in the year 2020 and integrated Vocational education with general education to provide holistic development for the students. The Centre provides the students with ample opportunities to be conscious of educational technology, learning applications, life-oriented skills and communication skills.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

TONGUE: Mother tongue plays a vital role in an individual's life as

an influential tool that aids in determining the feelings and thought processes of a person. It not only paves way for critical thinking but also assists in learning a new language and other literacy needs. Beyond this, the mother tongue connects an individual with his/her culture and locality-based commercial value in entrepreneurship. Thus, 'World Mother Tongue Day' was celebrated. As an impact of this, the teacher educators carried out various activities in consecutive years that promoted the importance of the mother tongue and its usage among students and society in general. As mentioned above, the celebration of 'World Mother Tongue Day' and 'Hindi Diwas' stood as an initiation and became a landmark motivation for teacher educators to march forward towards enhancing their mother tongue.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Academicians and educational thinkers recommend different approaches from time to time to provide inclusive education to produce optimal results. Contemporary educational system insists on a learner centered approach, unlike conventional educational practices. Outcome Based Education is one of the learner-centered, recently evolved approaches that enable academic planners and administrators to design programs to contribute to the holistic development of learners.

20.Distance education/online education:

The online education system has been implemented in the institution for facing the challenges of the competitive world. The institution mooted the prospective teachers to be adequately trained in skills essential for both blended learning and online learning.

Extended Profile

1.Student

2.1	183
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	89
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	89
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	95
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	19.63
4.2 Total number of computers on campus for academic purposes	27
3.Teacher	
5.1	18

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	18	
Number of sanctioned posts for the year:		
Part B		
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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Institute is affiliated to the Rani Durgavati University, Jabalpur and hence follows the curriculum prescribed by Rani Durgavati University, Jabalpur. Before commencement of each academic year, the university gives the pathway regarding date of commencement of each semester/academic year, end of semester/academic year, tentative schedule of examination in the form of university academic calendar. The academic calendar of the institute, based on the university guidelines is then prepared and given to all the concerned.</p> <p>A staff meeting is then conducted by the Principal to discuss the Academic Calendar, teaching load distribution and time table. The time table in charge follows the given Academic Calendar and load distribution, prepares the timetable. Students are informed about the Academic Calendar through notice-boards. Every faculty prepares the course plan to deliver lectures as per the course syllabus. If the faculties want to teach his/her topic with the help of ICT facility, it is available for them. Method of continuous internal evaluation/ assessment of the student are adopted by the institute as per guidelines of university. In order to widen the students' horizons and to improve their perspectives on various subjects, visits and tours are organized.</p>		

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	View File

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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

14

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

150

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

150

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Acquiring Knowledge on Teacher Education

Teacher education refers to the policies, procedures and provisions designed to equip teachers with knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school and community. College also offers EPC courses and numerous co-curricular activities to emphasize significance of teacher education.

Creating Teachers for different levels of School Education

Micro teaching skill practice sessions are arranged and shared the teaching videos of their seniors to strengthen the teaching skills, teaching behavior, communication skill and classroom management. The students can get practical experience through innovative school visit to State Board Schools, Matriculation Schools, Inclusive schools, Special School for the differently abled and CBSE schools during the first year.

Applying acquired competencies

In the training schools, the students applied all the acquired academic competencies such as teaching, monitoring, interacting, questioning, reinforcing, communicating, appreciating, question paper setting and evaluating, and also manifesting their potentialities by teaching yoga, conducting prayer, organizing events, etc. Students applied the acquired competencies by organizing prayer (which includes various activities like speech & news reading), conducting programs, taking seminars, partaking in quizzes and debates, doing community services through NSS unit, presenting PPT, and preparing SUPW products.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative

perspective

Diversities in School System

As the upcoming teachers, all the student teachers should be aware of the diversities in the boards of schools. Teaching diversity classroom helps the student teachers to counter discriminatory stereotypes by understanding a variety of social groups and cultures. That puts them in a better position of making connections from their own lives to those of their peers and their students. In order to inculcate the moral and human values as well as the techniques and skills to handle the diverse classroom effectively, the students were given an opportunity to visit various schools in the name of Innovative School Visit for one week, after giving enough Orientation.

Assessment systems

By interacting with the school students and the teachers, student teachers were able to acquire more information regarding the assessment. The students came to know that the matriculation school focuses more on memorizing and learning by rote when compared to CBSE, which tests the students' understanding of the subject. They also learned how to instruct and evaluate the special children by visiting the special schools. Thus the institution provided them a chance to have pragmatic learning.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Understanding Learning Engagements

Institution has taken efforts for the students to develop their understanding of different learning engagements. The Staff members gave a detailed demonstration on Micro Teaching Skills and encouraged the students to practice efficiently by recording their teaching. Orientation is given on Review of literature, expository writing, EPC records to extend their practical knowledge. Institution arranged a visit to different boards of schools to learn the curriculum, syllabus, teaching methods, resources, evaluating system, infrastructure, etc. during the first year and 4 weeks of practice teaching and 16 weeks of Internship of internship during the second year.

Alternatives provided

College provides so many opportunities to promote critical thinking by conducting competitions like essay writing, slogan writing, oratorical, PPT presentation, quiz, drama, etc. The students are insisted to take part in yoga & meditation class, art and craft program, SUPW workshop to perk up their life skills. They are provided opportunities to gain knowledge of inclusive education and also to realize the problems, needs and demands of special children by visiting the inclusive schools and special schools for differently abled children.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is

Feedback collected, analyzed,

processed and action is taken; feedback process adopted by the institution comprises the following

action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

95

2.1.1.1 - Number of students enrolled during the year

95

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

2.1.2.1 - Number of students enrolled from the reserved categories during the year

50

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

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

2

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

2

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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 Describe the assessment process 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, in not more than 100-200 words.

The faculty understands that the students come from different background from advanced areas and also from tribal areas and slums areas. The low and slow achievers are identified and more efforts are made from them and special inputs are given. The students also come from different background i. e. Arts, Commerce, Science,

Engineering and Management. They do not have the much idea of Teacher Education. They require special inputs.

For all of the admitted 1st year students, the institute has been following the induction program. Students are brief about rules, regulations and systems of the institute in this program. On the basis of result/ marks of student at the first internal exam, the students who scored below passing marks or border line marks are identified as slow learner and students passed out identified as advance learners in the respective subject.

Monitoring of progress is a continuous process in the college. Low achievers and advance learners easily get identified by periodical test, quality of assignments and performance and in the co curricular activities the candidates showing unsatisfactory progress are the earliest taken care by the mentor teacher and given personal attention.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Experiential learning: By taking part in Extension Activities like Swachh Bharat Abhiyan, Awareness programs etc. conducted in nearby Jabalpur city, the students learn-social responsibility. Activities like industrial visits, study tours, field visits, Expert lectures are organized.

Participative Learning is encouraged by:-Discussions: In order to make the students to think broad and come up with their opinions and suggestions, wide varieties of topics relating to subjects are discussed. **Presentations and Seminars:** To participate in class seminars, group discussion and many more activities, the faculty encourages the students. **Co-Curricular, extracurricular and sports activities** conducted throughout the year which leads to holistic development of students.

Problem Solving Methodologies: Problem solving ability of the students are developed by giving them home work, assignment and various creative task as part of internal evaluation. Participation of students in placement cell activities such as CV preparation' and 'How to face interviews, carrier guidance etc.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with

Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

18

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

193

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

Working in Teams

The Student Council is formed with numerous members labeled Office bearers. The purpose of the student council is to make the students get practice moral values and professional attributes like teamwork, cooperation, flexibility, organizing, sharing of thoughts, etc. Through the student council, they involved themselves in organizing and arranging various activities with team spirit.

Dealing with student diversity

The staff members also inculcated to deal with student diversity in an effective way. A one-to-one teaching system was implemented in the institution to enhance the teaching competency of the students. Institutions also provided special provisions like arranging for the scribes, Offering Braille books, OER, and Magnifying lenses for the differently abled students to deal with the student diversity in a useful way.

Conduct of Self with Colleagues and Authorities

The students were given enough opportunities to learn the tactics of teaching by arranging an Innovative school visit in the first year of the programme itself. During that visit, the student teachers learned the education system, administration, teaching methodology,

and evaluating technique and along with that, they were assigned an internship during the second year of the programme for 16 weeks.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

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

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

The institution made its great attempt to nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among the student teachers. Promoted Intellectual and Thinking skills The institution organized various Expert talk programs, celebrated special days such as Environment day, Earth day, Ozone day, Science day, and National Deworming day, and conducted several Workshops entitled The Mind of the Man is Mind, Teaching skills, Communicative English, Strength of Thoughts, Soft skills to ace interviews. The students participated in value-added courses such as Communication Skill Development for Future teachers, Self-identity for teachers, and Self Study Courses such as Logical Reasoning, Cognitive Psychology, Field trips, and Blended Learning,

Team learning was encouraged and practiced by our students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based

Ten/All of the above

learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Identification of schools

The institution endowed the student teachers with the choice of selecting the schools for internship. They were asked to identify any Government, Government Aided, Private School and High Schools or Higher Secondary schools which will be more accessible for them to reach. Later the school for the internship was allotted by the Teaching Practice coordinator based on their convenience and the locality of the student teachers.

Orientation to school Headmasters

The orientation to Principal was given by the Chief Education Officer of the district regarding the nature of activities to be given to the student teachers, and how they should be treated and trained. The same instruction was forwarded to all the training schools through a letter from the CEO. Besides, the college Principal also forwarded letters to the training schools with the students' names and departments.

Orientation by Teacher Educators

Staff members involved themselves in the preparedness of the student teachers for their internship by organizing an orientation programme before they leave for the training school. The staff members taught the students how to teach, monitor, and observe the school students. Staff insisted them to be dressed properly, punctual, obedient, disciplined, and sincere at all times.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

98

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Continual monitoring by the Teacher Educators

With the aim of getting the optimal impact of internship in schools, the institution adopted numerous monitoring mechanisms. The Principal of the institution persuaded the teacher educators to visit the students during the Internship through the circular. The teaching practice coordinator prepared the duty allotment for the teacher educators to visit the schools, for observing B.Ed students. Each and every student should be visited and observed time to time by different staff members at frequent intervals.

Supervision of School Principal

The Principal checked the regular presence of the student by signing their attendance both in the morning and evening sessions. Even the Principal examined the teaching competency of the students by observing their classes and providing feedback that emphasized the students' regularity, punctuality, and content preparation, interaction with the students, and cooperation with the mentors to enhance their teaching skills. The Principals also allowed the student to take part in curricular and co-curricular activities like Quiz, Exhibition, Oratorical, Drawing, Dance, Drama, Mime, PTA meetings, NSS, Guide, and Scout activities. Students are involved in assembly activities and celebrations which were conducted by the School Principals.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	All of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

18

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

12

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

75

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

75

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Professional Development Programme

The staff members were involved in various activities conducted on campus for their professional development such as a Yoga training program entitled Great teachers to create great students, a Communication Skill development program, and Research Methodology. During the pandemic situation, the teaching faculties put immense effort to learn and implement technology-oriented teaching by using online tools like Google Classroom, Google Drive, Google forms, Screen cast o mattic, Google meet, etc. The staff members were encouraged to utilize the internet and free wi-fi facilities to enhance themselves. They were also engaged in numerous FDP and Training programs, Seminars in online and offline modes. The management provided the staff members with enough financial support to attend and present papers at conferences and seminars in other colleges and universities.

Orientation Programs

The staff members had shown enough interest to equip themselves by participating in copious orientation classes such as NET orientation, NAAC orientation, Communication Skill Development, Teacher Education, and Orientation on different Virtual Platforms, Blended learning technique was practiced for easy access to the learning material and to synchronize the learning process.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The college applies different means of assessment including oral test, presentation (ppt), peer interaction assignments, two internal unit examinations. The internal assessment test schedule are prepared as per the Rani Durgavati University, Jabalpur and communicated to students well in advance through academic calendar.

Internal assessment is an integral process, which enables students to demonstrate the skills and knowledge for maintaining the work force and capabilities. The institution has well set mechanism of internal assessment for all courses and subject as per the directives/guidelines of RDVV Jabalpur M.P.

For determining the institute level marks, University has given break up of marks in the syllabus copy itself. Institute level marks and its break up varies from subject to subject, some courses give emphasis on assignment and viva voce and sum on test also conducted along with the short project work activities etc.

Internal assessment system prescribed by RDVV Jabalpur MP is adopted by the institute for the evaluation of the students.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Grievance Redressal Mechanism

At the beginning of every academic year, the Evaluation Committee members were selected and assigned various responsibilities by the Principal for the smooth conduction of the procedures of the committee. The committee members will be assisted by the Evaluation Secretary from the student council. Grievance Redressal Mechanism is a part and parcel of the machinery of any administration for its success. No administration can claim to be accountable, responsive, and user-friendly unless it has established an efficient and effective grievance redressal mechanism.

Henceforth, the Institution is following the Grievance Redressal Mechanism successfully as it encourages the students to raise concerns, suggestions if any, and ideas to improvise the activities of the committee, without fear and also provides a fair and speedy means of dealing with the complaints related to the examination such as syllabus completion, question paper setting, assigned activities, time allotment, hall allotment, valuation system, the difficulty level of the question paper, etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Internal Evaluation system

Initially, the Principal arranged a meeting to discuss the academic activities, curriculum planning, academic calendar, timetable, value-added courses, syllabus completion, exam conduction, and community engagement services. For the efficient conduction of the internal evaluation system, the college adheres to the preplanned schedule for class tests, unit tests, and performance assessments. However, the implementation of these relies on background work like framing assessment procedures, timetable and question paper models, and availability of physical resources. All the activities of the institution have been implemented with slight modifications whenever necessary.

Apart from this, guidelines are given to all the staff members who are involved in the assessment or invigilation of the student's

performance. During the conduction of any assessment activity, the timing is strictly followed by the evaluation committee. The answer scripts of the students were evaluated at the proper time and the examination committee maintained the Progress record which showed the level of the students clearly, it was followed by the parent's meeting in which the performance of the teachers, as well as the students, was discussed to improve the teaching-learning process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Plan for the Attainment of PLOs & CLOs

University has recommended copious tasks and activities for the well-being and progress of the student teachers. With the thought of implementing the PLOs and CLOs effectively in the teaching learning process and to offer experiential learning, the institution planned for an assortment of tactics and conducted an abundant number of tasks and activities through various Clubs and Committees to enhance analytical and reasoning skills, cultivate teamwork and leadership quality, foster critical thinking and problem-solving ability, develop scientific reasoning and research competencies, promote technical knowledge, acquaint literacy, and communication skill, improve self-directed and life-long learning, produce qualified and competent teachers, etc.

Achievement of PLOs & CLOs

The achievement of PLO and CLO was measured by analyzing the performance of the student teachers in their University examinations. The Level of Attainment was categorized into three different ranks Level 1 - 60%, Level 2 - 70%, and Level 3 - 80%.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

Progressive Academic Performance of students

The academic performance of the student teachers is reviewed through the Examination Committee by conducting two internal tests for the students. The performance level was measured by conducting various activities and tasks through clubs and committees.

Attainment of Cognitive attributes

The performance of the students is assessed based on cognitive, affective, and psychomotor domains which leads to analyzing their progress and attributes towards teaching competency. The cognitive attainment of the students is monitored through the internal assessment of class tests, assignments, and seminars for students, and the results are analyzed for the attainment of course learning outcomes (CLO).

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

191

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Performance of Student Teachers

Identified Learning Needs through Entry Level Assessment

The students' learning needs such as flexibility, friendly approach, easily available transport, effective communication system, individualized care, academic and psychological counseling, skill development, language fluency, subject proficiency, physical fitness, professional skill enriching, demonstration classes, seminar, assignments, ICT technology-oriented teaching, team teaching methods, remedial teaching techniques, cultural events, etc were identified through Mentor Mentee Meet, Grievance, Feedback system, Pedagogy staff, Communication between the class teachers and the parents. Based on the learning needs of the students, copious activities were given to them to fulfill their needs and

expectations. The institution has arranged for the 'Talent Hunt' program, initially to expose their skills. The Entry Behaviour Test was conducted on the students. Based on their performance in that test, Bridge Course was arranged for them to amplify their academic skills. Seminars, Assignments, Tests in the form of Term tests and Model Exam, Quiz, Debate, Value Added classes, Add on courses, Self-study courses, workshops, Orientation programs on Instructional Material, Micro teaching, Mini teaching, Internship, EPC Records, etc. were provided to them.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://hpmm.hitkarini.edu.in>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

35

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

172

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

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

172

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

172

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Institution arranged numerous awareness programs like National Deworming Day, National Consumer Day, Drug Abuse, Dengue Prevention, Survival Complications of Transgender in the society, Hair Donation camp for Cancer patients and Blood Donation Camp to foster the students to solve the social problems by their active participation. Institution organized rally on diverse occasions; to create awareness about AIDS, to avoid usage of plastic, to create Voter Awareness and to show up the significance of World Mother Tongue Day by distributing pamphlets, holding placards and by shouting the slogans. Keeping in view, to promote the awareness on deforestation, "Seed Balls Distribution" program was organized through Enviro club

and NSS and created efforts towards afforestation.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

22

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

22

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

23

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The entire campus is spread over 5943 square meter with buildup area of 2660 square meter

KEY FEATURES OF THE INSTITUTE

*** Well furnished, spacious, ventilated, illuminated and smart**

classrooms, laboratories, computer laboratory, tutorial rooms, language lab, curriculum lab, music room, craft room , psychology lab, health and physical resource centre and other student support facilities as per University requirements .

* High end computers with internet facility and centralised LAN connection and separate computer laboratory and language laboratory

* Entire campus has been made Wi-Fi enabled

* Institute has sufficient classroom for efficient teaching - learning processes and majority of classrooms are equipped with ICT facilities

* Seminar hall with ICT facility is available to conduct training programs, guest lectures, workshops, seminars, conferences, FDPs and other related activities

* Well-developed library, with collection of books, journals, magazines, CDs and IKS books etc as per University norms

* Support and safety facilities eg-fire safety system 2023

* Institute has green landscaping with lawn, garden in housekeeping staff is appointed to maintain cleanliness in the campus

Girls common room is available in the campus

Lift facility is also available in the campus

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

9

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

1.01

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 – 200 words.

The college has a well developed library equipped with integrated library management system that is Applane. Library has a good collection of books both for course run in the college and for competitive examinations decides subscription to standard journals and newspaper in Hindi and English. Library is open for users from 11:00 AM to 05:00 PM. Total number of books in the library are more than 5000 .

Easy circulation: There is a set method of issuing books to students, staff and other users. A special issue register is maintained by the attendant under the guidance of librarian. There are separate reading sections for students and staff in the library besides a newspaper reading.

Digital section: The library also houses a reading room with computer are kept for students' use exclusively. The librarian

monitors the computer lab.

OPAC: Online public Access catalogue (OPAC) allows users to browse a book by author, title, publisher or any keyword. Book bank facility is also one of the best practices of the institution. For library users provided with printing and reprography services free of cost.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Wi-Fi

The LAN connection is provided in the premises for 24/7 utilization for the enhancement in Infrastructure like high speed network, Wi-Fi in the campus, LAN portals at various rights to use points in the campus and also in departments can be prepared to improve the practice effectively.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.096

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

1520

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

ICT enabled Classrooms -Audio Visual Tools

The Infrastructure of the Institution is digitalized with high configured systems with ICT facilities using a varied collection of ICT tools. To augment the mode of education, ICT facilities have been enabled in all the classrooms and auditorium furnished with a computer, LCD projector. Interactive whiteboard with internet, Wi-

Fi, audio-system based on the gradual increase in the intake of the students. Video conferencing facility is available at the E- Studio. The Internet connectivity with high gradation of bandwidth connectivity. CCTV cameras installed inside and across the campus for 24/7 visualization with surveillance camera views. Biometric system is used to monitor the movement of the staff and the students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:7

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

One of the above

(LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

6.6

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

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Every year, to promote the extra-curricular abilities of the students during annual sports and cultural festival, the institute organises sports and cultural events. Students are also promoted to take part in youth festivals and Rani Durgavati University and inter-college competitions and state-level competitions organised by as per directions of higher education.

Sports - The institute has its own exclusive large playground for various outdoor games like volleyball, Kabaddi, kho kho etc. A

dedicated indoor complex is also available for indoor games like ;
Bad-Minton, Table Tennis, Carrom, Chess etc. Institute promotes the students to participate in Inter collegiate competitions

CULTURAL -Cultural committee organisation various cultural activities as per dates talent proposed in Academic Calendar. It provides the platform for students to show their in on-Stage activities like Dance, Singing, Drama etc Institute promotes the students to participate in Inter collegiate, Inter collegiate, state level cultural competition every year. Institute has seminar hall, is prepared at the time of Annual Gathering.

Daily Activities

* According to time table college start with morning prayer

* Moral stories, yoga/P.T./ Aerobics

To make aware students and faculty members about benefit of yoga, P.T., Aerobics.

Additionally, few faculty members are also well versed with yoga and meditation practices.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

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

All of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
58	89

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

25

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Being an institution, the guidelines and instructions of State Higher Education Department and Rani Durgavati University, Jabalpur, every year student council is formed through election or nomination as the case maybe.

The main objective of forming the student council is to develop the leadership qualities in the students and to organized sports and cultural and extension activity every year .

College has student council .Its constitution is as under-

President

Vice president

Secretary

Joint secretary

Principal of the college is the patron of the council. The union is helped and guided by a faculty in charge .The major activity included organizations of various programs mentioned in academic calendar in important days- Annual day and Kunwar Lakshmi Chand memorial day ,sports, cultural competitions, guest lectures, publication of college magazine and organizing educational tour.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

32

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Institute conducts the Alumni Meet every year for interaction and exchange of knowledge base acquired by passed out students working in various fields. Alumni contribute and assist institute for -

1. Conduction of Personality Development Programs
2. Career Counseling
3. Donation.
- 4.Placement Assistance
5. Internship Assistance
6. Project Assistance to final year students
- 7.Guest lecture and topic related to curriculum
8. workshop
9. Conduct Social Awareness Programs etc.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni contribute and assist institute for -

1. Conduction of Personality Development Programs
2. Career Counseling
3. Donation.
- 4.Placement Assistance
5. Internship Assistance
6. Project Assistance to final year students
- 7.Guest lecture and topic related to curriculum
8. workshop
9. Conduct Social Awareness Programs etc.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Perspective plans

A 360-degree perspective plan has been developed by IQAC, which takes into account important factors such as the system's structure, mechanisms, and stakeholders.

The management of the college committed to the Institution's vision of excellence the recruitment process is transparent it provide

necessary financial support and leadership on various occasions 8 monitors a progress and activities of the college it is supported by various committees, the committees meet regularly take guidance from Principal.

Vision-

Improve the teaching standards through knowledge and skill of teaching professionals with our help, leadership, education and research.

Mission-

* To provide quality, knowledge and skill to the young entering the teaching profession.

* To educate upcoming teaching professionals in innovative pedagogical research methods.

* To create an ideal society that initiates and nourishes values of humanity, co-existence and achievement of excellence in purpose.

Purpose -

The purpose of the institution is to provide theoretical and practical knowledge with training to the young people entering the teaching profession for secondary and higher secondary schools and to equip them to deliver quality education and social service.

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Institutional governance is participatory in nature and decentralized. Institute has a mechanism for delegating work and provides operational autonomy to all the stakeholders to work towards decentralized governance system. Faculty members are designated as representatives in the various statutory bodies to make major decisions. This reflects the decentralization of its operations, as well as the delegation of necessary authorities and responsibilities. These delegations adhere to a systematized organizational structure with clearly defined responsibilities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

College maintains its principle that aims to build a legal and democratic rule of law with complete transparency and accountability that regard to academic, financial, administrative and other functions. The Secretary of the Trust is the institution's administrative leader, responsible for administration, appointments, and infrastructure. He is also in charge of all financial planning. There is a full -fledged, robust well integrated system of financial, administrative and academic process. The Institute has a highly secured ERP infrastructure for streamlining the information flow. By clearly articulating its vision, mission, objectives, and procedures and disseminating them at all levels, the College promotes complete openness in its financial, academic, administrative, and auxiliary responsibilities.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Strategic plan is made for the development of effective academic and administrative functioning :

* The institution is installed ERP for the smooth functioning of the administration.

* Automation of the library was initiated by purchasing ERP.

* All laboratories were modified as per latest curriculum requirement books were purchase as per latest curriculum. LCD projectors where brought to use in the classrooms.

* CCTV surveillance upgraded.

*The institution has been implementing a strategic plan for the overall development of institution.

* Successful implementation of the strategic plan for the effective academic and administrative functioning.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Being an affiliated college, the Institution is bound by the policies and regulations established by the university with which it is associated. A hierarchical framework is established to highlight the duties, responsibilities, accountability and authorities at every stage. In all critical and significant academic and administrative affairs, the institution must seek permission from Governing Body of the college. The Institution's Governing Body consists of Chairman, Secretary, Joint Secretary of our parent body Hitkarini Sabha, Principal / Secretary & other Members with Additional Director, Higher Education M.P., Jabalpur region, Two University Representatives & Two Teacher Representatives from college. The Secretary is the institution's administrative leader,

responsible for administration, appointments and Infrastructure. He is also in charge of all financial problems. The principal is the academic leader ensuring the academic, research and extension activities are carried out properly.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The College Governing Council decided to establish a number of Committees to guarantee efficient academics and administrative operations, as well as to encourage student activity and knowledge growth. The Governing Council delegates all policy based academic and non-academic decisions to the college running Committees. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and overall development of the institution. The Governing Council creates new committees/cells as needed. Committees/cells/Clubs are

made up of faculty members, student representatives, and non-teaching staff members who participate in planning and carrying out all the operations. Each committee/ cell/ clubs meets frequently with its members and draughts resolutions in accordance with the agenda in line with IQAC.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The institution successfully carries out welfare programmes for both teaching and non-teaching faculties to create a healthy and productive working environment.

Professional Development for Teaching Faculties

The college permitted to do Ph.D and M.Phil., programs. Financial support is provided for doing Ph.D. In order to update the technical knowledge of the faculty ICT training is given. 24/7 Wi-Fi access is provided all over on campus at all the time. For non-teaching personnel, skill development courses are offered to enhance their skills in the workplace. NET Coaching is provided to faculty members those who started their service earlier.

Security Benefits

Knowledge updates of faculty members leads to job security. A Staff-Secretary is elected on the representation of all the academic staff. The academic staffs present their problems in the staff meetings and the Staff-Secretary put them before the principal and thus acts as a bridge between the Academic Staff and the Principal. The campus security officers protect safety and offer security around-the-clock. Even in the Pandemic situation, salary was given to the staff members. Employment Provident Fund facility is provided to both teaching and non-teaching faculty.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

8

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

8

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance Appraisal Procedure

The institute undertakes a wide range of activities besides academics overall organizational performance of teams. Performance appraisal system helps the teachers to update and The institution's performance appraisal system supports the development and maintenance of high performance standards across the board, ensuring accountability, devotion and assisting in the institution's growth. The teachers have benefited greatly from the Performance Appraisal System's analysis of their strengths and weaknesses, which has helped to motivate them and ensure higher performance. The Institute accords appropriate weight age for these contributions in their overall assessment. The institution has a mechanism in place for assessing the performance of both teaching and non teaching staff. The assessment of faculty performance has been practiced annually

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

To ensure financial compliance, the Institution has set up a system for yearly internal and external audits of the financial transactions. The institutional auditor verifies the college's income and expense data in line with the balance sheet and relevant laws. As well as with evaluating the overall financial statement presentation, the auditors also assess the validity of the accounting policies implemented and the reasonableness of the management's accounting estimations. Additionally, as public information, audited financial accounts are made available on the institute's website.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The financial management system used by Hitkarini Women's College of Education, which is renowned for its honesty, is transparent and responsible to all stakeholders. The implementation of the Campus Treasurer System is intended to control the financial process, including budget preparation, resource mobilization, spending monitoring, account maintenance, internal verification, and external audit. The institution's impressive expansion serves as solid proof of the effective utilization of its resources and acquisition of funds.

Sources of funds

The following are the sources of funds in the institution:

Fees collected from the students

Endowment Funds received from Alumni

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Significant strategies for institutionalizing the quality assurance

The Internal Quality Assurance Cell has made a substantial contribution to institutionalizing quality assurance methodologies and processes in this aspect. The aim of the IQAC is to guarantee that the institution's academic and administrative initiatives are characterized by a high-quality culture. Every member of the IQAC is held responsible for the quality assurance efforts carried out under certain processes.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Feedback Analysis System

Teachers get feedback from students on an individual basis for their specialized courses through IQAC. Feedback is closely reviewed and conveyed to the Principal. Based on the IQAC's suggestions, the teaching-learning processes are assessed, and modifications are made.

Following are some of the key efforts carried out throughout the previous five years:

1. Assignments were provided.
2. Automation of the Admission process-online payment
3. Automation of Examination Processes
4. MoUs with esteemed Government / Non-Government Institutions, Small Industries & Other Institutions
5. Workshops on curriculum development in a variety of discipline

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

3

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Quality Evaluation

The institution reviews its teaching-learning process, structure and methodologies of operations and learning outcomes at periodic intervals as follows: Agenda - Minutes of meeting was held at periodic intervals, Feedback collected, analyzed and used for improvements, completion, plan for next academic year activities, university process. Discussion- Minutes of meeting was reviewed, the secretary discussed about the approval of new organizational structure of the college and the decision was taken and the Role of Responsibilities is assigned.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Energy Conservation

With the increase in the institute's energy demands, Hitkarini Women's College of Education's energy policy tracks, manages and conserves the campus's energy requirements. It is the institute's duty to educate the staff and students about energy-saving practices. In order to save 80% of the energy consumption, conventional fluorescent tube lights were replaced gradually by light-emitting diode bulbs (LED), and Halogen incandescent bulbs. Lights and appliances (Computers, monitors, and photocopy devices) were switched off or turned to sleep mode (save 40% energy consumption) whenever not in use. Replacement of low power consumption and highly efficient devices was carried out. To conserve electricity energy star certified air conditioners and refrigerators are installed. Increasing the green cover on the campus enabled a reduction in the consumption of electricity.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institution has a stated policy and procedure for the implementation of waste management. In order to decrease the amount of solid waste disposed of in landfills or by incineration, sustainable waste management tries to keep materials in use for as long as possible. However, waste starts even before products are manufactured, so in order to help lessen the unfavorable environmental, social, and financial effects of 21st-century consumption, a more thorough approach to sustainable waste management must concentrate on the entire lifecycle of a product. The College adopted waste management policies prescribed for educational institutions and has established an efficient system for "Sustainable Waste Management". The primary objectives with regard to waste management are preventing, curtailing, reusing, recycling,

revival, and systematic disposal.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Cleanliness and Sanitation

With the thought of enforcing and ensuring the mission of the government of India namely "Swachh Bharat Abhiyan", plentiful events are organized with a prime focus on cleanliness and sanitation. In order to maintain a clean, healthy, and hygienic environment, waste disposal bins are kept in each classroom, laboratory, work station, corridors, toilets, sick room, open space, canteen, etc. In addition to that, separate waste collection bins for both bio-degradable and non-bio-degradable wastes are also kept wherever needed inside the college premises. The attendants from the housekeeping team clean the washrooms and common areas frequently for the well-being of all. The Waste management and recycling practices are intently carried out on the campus effectively with the support of students, teaching, and non-teaching staff members and also with the guidance of the management. To maintain the water quality, the overhead water tank is cleaned frequently and safe drinking water is ensured by the RO system.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.2

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Community Service

On behalf of the NSS Unit, the following activities like road repairing, dengue awareness, and voters' awareness rallies were done. To prevent the spread of Dengue, the students and the public were provided Nilavembu Kasayam and albendazole tablets for Deworming. The students were taken to Kongu Arivalayam School for Mentally Challenged, Erode to observe and understand the children with Special Educational Needs. The college through its' Covid Cell distributes Kabasura Kudinir to the public to boost their immunity and prevent them from being infected by coronavirus. A free camp on Covid-19 Vaccination was organized and distributed free masks and awareness pamphlets. The students were encouraged to drink Turmeric

milk, offered by the college as an immunity booster. To empower the concept of gender equity several programs (celebration of International Women's Day, International Girl Child Day, Lady JC/JCRT Outstanding Sports Women Award, Outstanding Women Citizen Award, Neonatal Nursing Care, Transgender Rehabilitation Program, 3 E's of Transgender, etc) are conducted each year. The students and staff members volunteer themselves in donations for cancer patients and Blood donation camps.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice I:

SKILL DEVELOPMENT - Communicative English Course

The college consistently took measures to enhance the communication skill of the students. Hence, the Communicative English Course which was structured and organized. This course created major impact in the placement and so continually carried out till date.

Impact of the practice

The Communicative English Course and the continuous practice helped the students to improve their communication skill. This was evidenced primarily by the high rate of placements both via on-campus and off-campus interviews.

Best Practice II

Outreach Activities through NSS

Education plays a significant role in shaping the future generation and in turn nation-building. With this broader aim, the college took numerous efforts via NSS to give maximum exposure to the students.

Volunteers cleaned the temples and villages and repaired the road

Voters' awareness rallies

Through NSS, the students and staff members donated hair for cancer patients and Blood to blood bank.

Impact of the practice

The future nation-builders developed the sense of civic responsibility and problem solving ability for resolving community problems and gained efficient team spirit, democratic attitude, leadership skills, and social harmony.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Vision and Mission

The vision and mission of the Institution markedly focus on the empowerment of the rural sector especially women and elevating their standards. The prime focus of the college is to build up a strong and proficient teachers' community with a far-sighted vision, personal integrity, social commitment, and emotional maturity. To achieve this, the students are given maximum exposure and experience during the B.Ed. course in terms of theoretical and practical aspects. The admission policy enables the opportunity for all i.e., students from marginal sectors, irrespective of their community to be admitted to the courses.

Green Initiatives

Various initiatives are taken to elevate greenery and conserve energy resources. Promoting plantation, prohibiting plastics, thermocol, and polyethylene bags, restricting the entry of vehicles that are uncertified by vehicle control boards, and promoting the use of bicycles inside the campus. Green Auditing was also done every year.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded