SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHRI MADHAV COLLEGE OF EDUCATION AND TECHNOLOGY HAPUR

KESHAV NAGAR MODINAGAR ROAD HAPUR
245101
www.smcethapur.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1.1 INTRODUCTION

Shri Madhav College of Education And Technology was established in 2005 by Shiksha Bharti, Hapur comprising a team of selfless philanthropic persons. Shiksha Bharti was registered on 13-01-1988 as an educational society to start and run educational institutions for imparting quality education to the students of this area and to develop their personalities through education. "Atamano Mokshartham Jagad Hitay Chaa" ¼vkReuks eks{kkFkZe txn~ fgrk; p½ is the educational Vision and Mission of this college. In pursuance of this motto, the college focuses attention to quality education and practical training, encourages research and experiments, organizes recreation cultural activities, seminars and guest lectures. Our college also helps the students of B.Ed their placement through placement cell managed by the able guidance of Management committee.

The college has brilliant structure with a lush green cover. Powerful beams of light & strong shadows create a dramatic serene-ambience that has inspired generations of students to achieve excellence while retaining humility. The core element of S.M.C.E.T.'s teaching methodologies are demonstration, practical & theory. The emphasis is on practical as well as well as theoretical learning. The programmes are so designed that every student gets full attention throughout his/her progress. The subject matter has been drawn up to provide maximum hands on inputs to the students, our effort is to provide the best teaching skilled professionals to the country.

Shri Madhav College of Education & Technology has been taking bold strides on the path of nobler aims, higher aspirations and greater achievements in academics, extra co-curricular activities. The Classrooms at S.M.C.E.T. are made of not only to just create an atmosphere that is conclusive to learning but in a sense to nurture the quest for Knowledge that the student process. All classrooms are spacious and airy & equipped with all modern teaching aids. These include electronics media such as L.C.D, O.H.P Computer, T.V etc.

To Prepare Teacher as best transference and give them practical knowledge of class room teaching, the institute maintains good relationship with the neighbouring, secondary schools of local community, provide feedback to teacher educators which is based in their routine supervision.

Vision

Vision :- Shiksha Bharti ha opens this institute with a vision to prepare such teacher who will not only render academic standard but also transform moral social, ethical values and patriotic feeling among this disciples. And have full devotion to their duty dedication to the society and country and thrust for knowledge

Mission

Our mission as an institution is to provide world class education, foster research and development, value innovative application & encourage technology, internship & ultimately mould students capable of betterment of the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Dedicated Principal, committed Management and experienced and diligent faculty.
- Emphasis on empowerment and enlightenment of students through gender equality and value based education aimed at fostering informed global minds.
- Competitive and learner friendly academic environment.
- The college fosters a spirit of belongingness, camaraderie and warmth with every congenial relationship between the faculty and students.
- Holistic development of students.
- Emphasis on community and social work along with classroom activities.
- Student support system and mentoring process.
- Environment initiatives like Waste Management System have been installed.
- Energy saving initiatives like promoting the use of LEDs.
- Involvement of students in eco-friendly activists like planting trees and maintaining vertical gardens in the campus.
- State of the Art facilities for sports like a huge cricket ground, lawn tennis courts and gymnasium.
- An auditorium with the seating capacity of 1000 students.
- A host of student support services and welfare schemes for both staff members and students.

Institutional Weakness

Institutional Weakness

- Maintenance of infrastructure.
- Advanced facilities for students.
- Less inter-disciplinary interactions and activites.
- Lack of financial resources, due to which many innovative plans for student   and teacher development do not take place.
- Lack of IT awareness among some sections of students.
- Limited interaction with alumni.

Institutional Opportunity

Institutional Opportunity

- Building on innovative ideas and expending them into viable projects.
- Impetus to research.

- Raising the academic level of college through introduction of new courses.
- Utilizing the talented pool of students as well as teachers.
- Willingness of the society and government to promote Skill and Moral education.
- Conducting more inter-disciplinary courses for teachers and students.
- Enhancing vocational skills of the students and making them self-reliant.
- Adoption of new teaching methods for interactive learning.

Institutional Challenge

Institutional Challenge

- Placement in best ICSE, CBSE schools.
- Slow learners.
- Financial crises faced by number of students.
- Mushrooming of private universities in the area.
- Reduction and irregularity in grants issued by the Government.
- Keeping pace with fast changing technology.
- Providing a three layered systematic learning process of pulling the students from their weak socioeconomic mindset, acclimatizing them to their new learner friendly environment and making them perform to optimum level.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design Is compatible. It also considers the practices of an institution in introducing a wide range of

program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution.

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

The major aspects identified under this criterion are : curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

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

- The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.
- The institution provides clear information to students about admission B.Ed.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plain is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

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

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The college has constantly been evolving and upgrading its infrastructure. A sizable part of its budget is allocated to improve and maintain its physical and academic facilities. The college boasts of having 12 spacious classrooms (out of which are ICT enabled) ICT enabled Seminar Halls, 2 Computer Labs, 8 Smart Classroom, 7 labs.

Well stocked and partially digitalized library has spacious reading rooms students.The college offers State of the Art sports facilities like 1 huge Cricket Ground, 2 large playgrounds, Lawn tennis courts, yoga & meditation Centres.To encourage self-expression among students, the college has an Auditorium with a seating capacity of 1000 people To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with computers and laptops with Internet facility at a high speed leased line connection of CCTV cameras and projectors are also being used effectively in the campus. To obtain optimal utility, the infrastructure is maintained through AMCs, proper record keeping and the services of exclusive staff for the purpose.

Student Support and Progression

Student Support and Progression

Since the inception of the College the interaction between teachers and students has been a strong one. Student activities were and continue to be planned around the needs of the students. Be it in the matter of cultural activities, sports facilities, scholarships or even the book bank, the socioeconomic.

Profile of the students has always been kept in mind. Even today many activities of the cultural committee provide the only kind of platform available to our students. The management have taken many supportive steps to enrich the knowledge of students i.e. provided support for the workshops of Computer.

The main focus of mentoring students is to provide support to them with the help of various welfare facilities, and to motivate the students to participate in co-curricular and extra – curricular activities. It empowers them and inculcates values of self- worth and responsibility. The students have shown much excitement and enthusiasm in engaging with the larger community, where the college has also extended its resources.

Governance, Leadership and Management

The college is running under the ages of Shiksha Bharti campus under Shiksha Bharti. Honable Swati Garg jee is the secratary of the college. Shiksha Bharti has appointed joint director Shri Kuldeep Kasana for monitoring the organization. Dr. Munesh kumar Sharma is working as Principal. B.Ed. course is running in the college.

Vrious committees are constituted for smoothly runnning the course. According to section there are four coordinators of the course.

Institutional Values and Best Practices

Institutional Values and Best Practices

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

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster and environment of creativity innovation and quality improvement.

The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

Research and Outreach Activities

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

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums.
- The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research.
- Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.
- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programme.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI MADHAV COLLEGE OF EDUCATION AND TECHNOLOGY HAPUR
Address	Keshav Nagar Modinagar Road Hapur
City	HAPUR
State	Uttar pradesh
Pin	245101
Website	www.smcethapur.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Munesh Kumar Sharma	0122-2300318	9410442761	-	smcethapur@yahoo.in
IQAC / CIQA coordinator	Sachin Kumar	-8445552855	9548491589	-	drsachinsharma1980@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	21-05-2005	240	NCTE normally gives approval for life time so we have mentioned validity for two forty months

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Keshav Nagar Modinagar Road Hapur	Urban	2.28	3067

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education	24	Graduation	Hindi	200	200

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				28
Recruited	0	0	0	0	0	0	0	0	3	10	0	13
Yet to Recruit				0				0				15
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				28
Recruited	0	0	0	0	0	0	0	0	3	10	0	13
Yet to Recruit				0				0				15

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	7	3	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	9	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	36	0	0	0	36
	Female	81	0	0	0	81
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	93	41	74	46
	Female	42	80	56	81
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	1	3	3
	Female	12	11	9	7
	Others	0	0	0	0
General	Male	7	2	12	2
	Female	18	20	27	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		178	155	181	153

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary
2. Academic bank of credits (ABC):	N/A
3. Skill development:	Teaching Skills in Methodology
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We are providing the Knowledge according to curriculum. Method of teaching is running in Hindi language and Sanskrit Language . We are organizing culture activities for transmission of culture yearly as per activity calendrer.
5. Focus on Outcome based education (OBE):	yes For assessment of outcome learning we are conducting unit tests and pre university exam.

6. Distance education/online education:	N/A

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	330	321	328	173

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	200

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

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

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

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
154	152	166	147	17

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

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
154	152	166	147	20

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

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
117	178	155	181	153

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

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	17	20	13

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

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	28	28	28

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
42.56	10.50	10.36	60.55	63.52

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

3.2

Number of Computers in the institution for academic purposes..

Response: 30

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The institution deploys a number of action plans for effective implementation of the curriculum. As per the guidelines of CCS University Meerut, lectures, tutorials and practical classes, seminars, debates, assignments, presentations are carried out. The timetable of the college reflects the grid of lectures, tutorial and practical classes that are held for students. ICT is used in a big way to enhance the learning experience. E-lessons, lectures, 5 years question Banks are avilable in the library. The Institute for Life Long Learning, is brought to the notice of the students to explore the topics of the curriculum in greater depth Educational Field trips are organized to provide a sense of how the learning is put to use in the real world.

Steps taken By the Institution For Effective Implementation of The Curriculum :-

Contribution of Academic Development Committee (ADC) :-

The college has a committee namely Academic Development Committee (ADC) which implements the curriculum. This committee develops and deploys action plans effectively for the curriculum at the college level. The activities of the ADC begin before the commencement of the academic session in form of academic calendar considering the approved holidays and continue the same till the end of the academic year. This comprises of a core group of members and an extended group that includes all the Coordinator's of the college. The work of the ADC commences with the scrutiny of the overall and teacher wise workload of discipline which facilitates the preparation of respective time-tables. The norms to be followed in preparing the workloads are deliberated upon in the meetings, keeping in mind the rules communicated by Management from time to time.

ADC also facilitates the participation of faculty members in seminars, conferences, workshops etc. at national and international level. It helps in conducting department programmes and community outreach programmes as well. ADC plays a pivotal role in initiating research work in the college.

The committee is striving hard to meet contemporary challenges, be it academic, or administrative.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: B. Any 4 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2. Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 82.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	14	10	13

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	15	15

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

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

Response: C. Any 2 of the above

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	330	321	328	173

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Response :

Fundamental or coherent understanding of the field of teacher education.

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

Equally clear, we need expertise, we need content. As coaches we need to know about our game. Regarding faith, practice and teachings as religious teachers. as pedagogy, ethics, human development and development and social life. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one ?s chosen specialization

1. Enjoy communicating you understanding to other.
2. Have confidence : You will need the confidence to look calm and professional even when tired and stressed.
3. Have great organisational skills

4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
7. Empathise with your students
8. Give feedback

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it :

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

Critical thinking is a core academic skill that teaches undergraduate and postgraduate students to question or reflect on their own knowledge and information. This skill is required for students working on assignments. It is also an invaluable skill in many workplace scenarios. Critical steps to improve thinking include analysis, interpretation, current, and evaluation.

Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

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

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

Response:

Response :

Diversity is everything that makes people different form each other. This includes many different factors : race, eth socio-economic status, ability, age, religious belief or political belief.

If you ignore the issue of diversity in the classroom and chose to not promote diversity in your school, you're not

Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the r working in a diverse school, community and country. Diversity in the classroom doesn't just improve social ski academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversely
7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around good news ? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the learning and growing. Listen to what others around you are saying, and look for feedback and ways to conti happen overnight, but the most important step is getting started

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

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

Response:

SHRI MADHAV COLLEGE OF EDUCATION & TECHNOLOGY follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures :

The college follows student- centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, discovery learning, etc. It seeks to promote

- Collaborative group learning, both inside and outside the classroom.
- Individual student research and discovery.
- Research and discovery by students and faculty together : When discussing social development prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teachers about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).
- In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to above

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile'. They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.

In the course of practice teaching, the stud1ent teachers participate in all the curricular and extra curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 78.4

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

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

Response: 11.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	60	54	54	52

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

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

Response: 0.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	2

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

2.2 Honoring Student Diversity

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

Response:

Response :

The college distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and classified them into moderate students and the high level learners. The high level learners students are urged to join different curriculum and co-curricular activities which one organizing in the college campus. They are likewise propelled to take up subjects in which they have performed well. The moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

System adopted for moderate students :

Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The students is isolated into different groups and given separate topics for attempt the questions. The topic are distinguished and they are asked to step through exams that are exceptionally detailed by their needs. Questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students academic performance and how they and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a

few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

Progressed students :

Progressed students are also identified by the marks obtained in school and college / university examinations. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choice. Students are urged to attend college activities and ceremonies that are associated with youth festivities such as deliberations, proclamations, exams writing articles, collage-production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: D. Any 2 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

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

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 25:1

2.2.4.1 **Number of mentors in the Institution**

Response: 11

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

2.3 Teaching- Learning Process

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

Response:

Response :

Our college is ensuring the use of student centered methods such as experiential, participatory learning and teaching learning process. The flowing activities are being regularly conducted by the college to make learning act

Experimental learning :

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the promising students to coordinate projects at departmental level. It is assisting the students with improving their personality enhancement.

Participant Learning :

Our college is utilizing participatory figuring out how to urge students to be effectively associated with the learn accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation,

Problem solving methodologies :

Various plat proms provided to improve critical thinking, creativity and problem solving skills among students and reports by various departments.

Brainstorming as teaching strategy

- First, a small group of students is formed. They are approached to sit in a group and are given specific issu
- Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They solutions to the problem as they can find. They are told not to condemn other thoughts however they are all others thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to unorthodox ideas.
- Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of finished.

Focused Group Discussion

Using this strategy involves gathering students form similar streams like Science, Art together to discuss a specif qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus free to talk with other group members, unlike other research methods it encourages discussions with other partici interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discuss

Online mode

Nearly all teachers are using online mode to teach their respective subjects. What App Group is created for all stu teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium are using social media like Youtube (https://www.youtube.com/channel/UCZwlhiYE0uIL9oM-soAdjyw) & face b

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document]()
Link of LMS	[View Document]()

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

Response: 100

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

Response: 271

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

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

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

Response: C. Any 2 of the above

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

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

Response:

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.
- The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial, corrective/reformative steps which college tries its level best to translate into material success.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc. through which learning is made effective & efficient.
- There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

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

Response: D. Any 2 of the above

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

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

Response:

Response :

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.Creativity, innovation and learning.Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development.Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role : 'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of the knowledge.'

For creative thinking to depend and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills - not be a substitute for it.An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory championships are highly creative as they use the mind's capacity to recognize and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play,

games and debates.

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

2.4 Competency and Skill Development

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

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

Response: D. Any 2 or 3 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

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

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

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

Response: D. Any 1 of the above

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

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

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

Response: D. Any 1 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: C. Any 3 of the above

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

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

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

Response: C. Any 2 of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Response :

Selection/identification of schools for internship : participative/on requestInternship of students is arranged in various private and government aided schools every year. The student teachers Practice Teaching comprises about 40 lessons, which include

1. Micro teaching comprising five lessons in each teaching subject.
2. Discussion lessons comprising two lessons in each teaching subject
3. School-based teaching (30 lessons) followed by Final lessons (two lessons) in each teaching subject. The final lessons are delivered in the presence of External Examiner appointed by the University.

The Practice teaching is thus carried out for more than mandated working day to deliver more than the number of lessons (i.e. 15 in each subject) required by the NCTE

- The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.
- They develop files, prepare models and charts.

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

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

Response: 2.23

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

Response: 69

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Shri Madhav college of education & technology adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student teachers are allowed to deliver the duly approved lesson plans.
- 60 to 70 percent of the lessons in schools are observed by the faculty.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

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

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

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

Response: A. All of the above

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

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

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

Response: 56.43

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

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

Response: 37.97

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

Response: 06

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

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

Response: 5.86

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

Response: 82

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

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

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

Response:

Response :

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teacher can be broadly classified into three area viz. Personal (Self-Centered): Professional (Student-Centered): and Social.

Personal : Self Centered Development

Teacher can attain this development in two manner – Formal and Informal. Formal methods include. Attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional : Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers to have demonstrate that they posses some special characteristics to handle the changing times and trends in education sphere.

Social : Reflective

Man is a social animal and so is a teacher. His needs does not differ from any other living creature. But since he is entrusted with the job of 'shaping the future of a country' as stated in Kothari Commission, he has to live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

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

Response:

Continuous internal assessment

Continuous internal assessment system is conducted either through class tests, presentations, and assignments, non formal assessment based on observation of individual student's participation in group work, classroom learning and initiatives. This assessment gives enough scope to the students to improve their performance and analyze their progress on a time to time basis.

This system includes :

- Evaluation of Papers.
- Teachers training
- Assessment evaluation

To ensure a more comprehensive and continuous evaluation, the college adheres to a precise and clear process of internal evaluation, which constitutes 20% of the marks allotted to a student from in year continuous assessment, with two class test which form 20% of the internal assessment and 80% from the end yearly examinations.Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The principal heads curricular and extra curricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meeting some changes in schedules of activities are made if required.

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Response :

There is complete transparency in internal assessment. Norms directed by the CCS University have been adopted in the college.

1. Al the beginning of the session, faculty members expose the students to various components in the evaluation process during the session.
2. Internal assessment test programs are organized according to the university and students are informed in advance.
3. To ensure proper conduct of unit tests, two observers allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.
4. Correct answer scripts are confirmed by Principal at random to ensure standard evaluation process.
5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Student are constantly evaluated by faculty regarding theory lectures, labs assignments unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty.College Level : The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the principal and forwarded to the university in the examinations section if necessary.Redressal of grievances at university level : After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

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

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

Response:

Response ;

The academic calendar is prepared by the college according to the guidelines of the CCS University. In the yearly system, practical's are prescribed in terms of planning of the college, time table, attendance review, unit term test. Students with small attendance are notified according to their names and fined.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of the college and prior notice is given regarding the conduct of the unit tests and final examinations.Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.The Principal of college monitors the quality of teaching-learning through daily monitoring of teaching learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Response ;
The academic calendar is prepared by the college according to the guidelines of the CCS University. In the yearly system, practical's are prescribed in terms of planning of the college, time table, attendance review, unit term test. Students with small attendance are notified according to their names and fined.
Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of the college and prior notice is given regarding the conduct of the unit tests and final examinations.Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.The Principal of college

monitors the quality of teaching-learning through daily monitoring of teaching learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
154	152	166	147	20

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

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

Response:

Response :

The most appropriate assessment to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.Despite the importance of assessment in education today, some

teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments. To be used primarily after instructional activities are completed and to provide students with grades

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 154

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

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

Response:

Response :

Know how to prepare themselves for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's / assessor's judgment. Improve their motivation Follow the assessment process :

- Understand exactly what is expected from them
- Have a clearer understanding of the assessment criteria

- Understand what they have to do
- Know how to prepare themselves for the assessment
- Perform to the best their ability (when they are fully informed about the assessment)
- Have a greater confidence in the assessment method and the teacher's / assessor's judgment\
- Improve their motivation
- Take ownership of their assessment

Prepare for the assessment (inuring they have all relevant equipment available)

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

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

Response: 0.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	01	01	01

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	

3.3 Outreach Activities

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

Response: 3.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	4	3	3

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

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

Response: 88.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	330	331	181	153

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

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

Response: 63.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	159	159	166	150

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

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

Response:

Response :

Shri Madhav College of Education and Technology organize activities, activity coordinator takes the responsibility of community based activities coordinator organizes programs such as Tree Plantation, Swacch Bharat, Cleanliness drive, matdan jagrati abhiyan in the nearby villages. Organizing such events creates awareness about the society and their social responsibility.

Institute organize awareness programs on gender equality, environmental awareness, cleanliness, Tree plantation in campus. Coordinator organized guest talk on topics like gender issues, women's security on different occasions.

Institute promotes faculties to organize and conduct different extension activities and workshop in other institutes. Under this, the College have conducted many extension activities for society in viscinity and at different other locations.

For holistic development of the students- tests, sports, cultural events, technical and non-technical events are organized.

- For emotional and individual development mentoring and counseling is done.
- For social awareness and development co-curriculum activities are done.
- Sport events are organized for physical development of students.

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighborhood community and sensitize students towards social issues and holistic development. These include Joining hands with Local governance (Gram Panchayat), Municipal Corporation, Police Public in general Adopting nearby villages. Celebration of birth anniversaries of National

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

3.4 Collaboration and Linkages

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

Response: 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	01	01	02

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

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

Response: 7

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

Response: 7

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Response :

Teaching, Learning & Infra Facilities

- Ventilated & Spacious Class Rooms with Class Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms. Digital Library, Latest Configured Desktop Computers, Software's with Printers and well equipped up to mark laboratories.
- Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton, etc.
- Saprate Common Room for boys girls
- MI Room with medical first aid and stretchers.
- Fire Extinguishers
- Water Coolers for regular Water supply.

IT Infrastructure :

- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Staff Room with ICT facility
- Audio system
- Public Address system for the ease of communicating important information to the students.
- Internal and external surveillance system (CCTV) cameras.

Library as a Learning Resource :

- Well-furnished and semi-automated with books and magazine/journals.
- Computerized

Access to Institutional ERP Software for issuing the books and keeping records accordingly

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 12.5

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

Response: 1

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

Response: 8

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

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

Response: 41.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.16	14.09	33.33	21.07	3.82

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

4.2 Library as a Learning Resource

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

Response:

Response :

The library working is **computerized**; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library **has computer and internet facilities.** Details on the access to the staff and students and the frequency of use, are as follows :

- Access to the staff; Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.
- Frequency of use   : the library is used almost on each working day.

1. By Teaching staff : on as and when required basis.
2. By students   : on as and when required basis.

Computer and internet services are used by staff and the students alike.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Response :

The college library **has computer and internet facilities**. Details on the access to the staff and students and the frequency of use, are as follows :

- Access to the staff : Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of the other countries with their educational practices of indigenous system.
- **Computer and internet** services are used by staff and the students .

Library Report

- Total books – 9267
- Title - 1825
- National Journals – 7
- Magazines – 5

News papers - 3

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

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

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

Response: D. Any 1 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

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

Response: 1.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.49	2.32	2.10	1.12	00

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

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

Response: 1.42

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 80

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 81

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

Response: 79

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

Response: 82

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

Response: 83

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

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Response :
The college has a well developed system for providing IT facilities to the users. Some of the facilities are as under :

- The college has LCD projectors, printers and scanners.
- The computers and printers of all the college have software installed in them and the Hardware is

also maintained from time to time.

- The college website is monitored and updated from time to time by the IQAC cell of the college.
- The computers and printers of Administrative block and Computer Lab are connected in LAN.
- The whole campus of the college has internet facility
- Dedicated computing facility – The computers of the college are connected with printers and scanners wherever required.
- Most of the computers have internet facility .
- The institute has software installed in English Language Lab, Computer Lab, and Library.
- The institute has 8 smart classrooms for better teaching learning process.
- The college has computers, most of which have Internet facility.
- The Teachers use Internet for providing notes to the students wherever required and necessary.
- The maintenance of computer, installation of software and maintenance and up gradation of hardware is done by contract basis selected by open tender.
- The college take the help of experts for maintenance and repairs of computers and also for up gradation of its website.

Maintenance and up-gradation is done from time to time.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 9:1

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

4.3.3 Internet bandwidth available in the institution

Response: 300

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

Response: 300

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

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 19.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.27	7.78	9.38	6.77	5.71

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

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

Response:

Response :

The college has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories.

- The maintenance committee is headed by the principal who in turn monitors the work of the Supervisor at the next level. The Supervisor is accountable to the principal and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor- wise responsibilities, timings leave etc. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure.
- Adequate in – house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment.
- Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly be Non –teaching staff assigned for each floor.
- Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor.
- The Green Cover of the campus is well maintained by two full time gardeners.
- Optimum working condition of all properties, / equipment on the campus is ensured through annual maintenance contracts (AMC).CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in – house electricians and plumbers.
- Lab assistants under the supervision of the System administrator maintain the efficiency of the college computers and accessories.
- free parking facility is well organized.
- The campus maintenance is monitored through surveillance Cameras.
- College maintains a stock register for the available equipments.
- Proper inspection is done and verification of stock takes place at the end of every year
- Periodic reporting on requirements of repairs and maintenance are submitted by the faculty members to the Administrative office. The requirements are collectively processed in every session break so as to keep things ready for the new session .
- Pest control of library books and records is done every year by the maintenance department.
- Office team is involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house – keeping.
- The non-teaching staff is also trained in maintenance of science and computer equipment.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

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

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

Response: A. All of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 50.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	82	70	69	11

File Description	Document
Data as per Data Template	[View Document]
Appointment letters of 10% graduates for each year	[View Document]
Annual reports of Placement Cell for five years	[View Document]
Paste link for additional information	[View Document]

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

Response: 7.79

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

Response: 11

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

Response: 00

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

Response: 01

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

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

Response: 39.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	18	78	59	8

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

5.3 Student Participation and Activities

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

Response:

Response :

A Student council is a representative structure through which students are involved in the affairs of the college. They work in partnership with college management, staff and fellow students for the betterment of the college. The members of the student council are nominated on the basis of their performance in academics as well as in co-curricular activities. The college has a very dynamic student council in both sections. A Student Council has been established in the college. It consists of students under the patronage of the Principal and senior faculties.

It has set its its own objectives which are given below :

- To work for the betterment of college as well as society.
- To enhance communication between students, management and parents.
- To promote an environment conducive to educational and personal development.
- To promote friendship and respect among pupils.
- To represent the views of the students on matters of general concern before the authorities.

Major activities of Student Council :

To maintain discipline in the institution for proper academic atmosphere.

To help in organizing functions like Talent hunt, Prize distribution, Plantation, Teacher's Day, Community Week, Scout guide camp, Swach Bharat Abhiyan, aids awareness etc.

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

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

Response: 20.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	27	22	18	18

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

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

Response:

Response :
The alumni association has a robust mechanism. It acts as a bridge between the former students, current students and authorities. The institute regularly interacts with the Alumni Association and through it also organizes Alumni meet ones in a year and collects the addresses of the Employers through the feedback given by the Alumni.Contribution of Alumni to the Growth and Development of the college.

The alumni's contributions in the growth and development process are given below.

- The alumni helps in establishing networking with all students.
- It helps the college in updating about the placements of pass out students.
- If furnishes information about job opportunities in schools.
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.

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

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

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

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

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

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

Response:

Response :

The contribution of alumni towards their alma mater is undoubtedly very significant. Shri Madhav College of Education & Technology has strong liaison with their old students and association in the form of alumni. The college has an Alumni Association working under the guidance of alumni committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college.

- These alumni are our brand ambassadors in the market to spread good name of the institution.
- Alumni committee ensures that alumni are regularly contacted to watch out their progress in their personal and professional life.
- Alumni association maintains healthy and informal relations with alumni to seek their help, support and cooperation.
- The inputs of the old students given during alumni meet are always welcomed for further improvement in academics.

The college has the distinction of producing illustrious alumni who have served the country in multifarious fields. These students have been employed in both private and public sector. They also got admission in prestigious institutions in India and abroad for higher education. They includes administrator like as Jyoti Verma PCS Officer Lucknow, Ratnesh Tiwari Advocate High Court Lucknow, Nitin Tyagi Professor Govt. Degree college, Deepak Kumar SHO UP Police, Brijpal Agriculture Officor , Kuldeep Kumar Professor Govt. Degree College, Ram Kumar Doctor, Murari Govt. PGT Teacher, Kushal Dev Member in U.P Sanskrit Aayog, are working on various post of Government and serving of the society.

The alumni's contributions in the growth and development process are given below .

- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools.
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response :

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfillment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. A two-way communication between the staff and the authorities is an important feature of our institution. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by :

Vision :- Shiksha Bharti opend this institute with a vision to prepare such teacher who will not only render academic standard but also transform moral social, ethical values and patriotic feeling among this disciples. And have full devotion to their duty dedication to the society and country and thrust for knowledge.

Mission :- Our mission as an institution is to provide world class education, foster research and development, value innovative application & encourage technology, internship & ultimately mould students capable of betterment of the country.

- Developing attributes as per the need of the discipline.
- Developing overall personality of the students to be good citizens.
- Inculcating human values and having regard for heritage and culture.

The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels.

The involvement of leadership is achieved through a well-defined organizational structure consistent with the Shikha Bharti.

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring.

The college administration relies heavily upon its internal Quality assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are :

- The IQAC collects feedback from students and other stakeholders and this feedback is considered for further action of the institution.

- At the commencement of each academic session the Internal Quality Assurance Cell comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

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

6.1.2 Institution practices decentralization and participative management

Response:

Response :

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The ways in which all teachers participate in the Management Process :

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

To improve academic programmes, build better lives with management skills for our students our institution plans the syllabus along with different strategies to achieve its goals which reflects in institutional perspective plans. We make Prospectus of the college in the beginning of the year. This is circulated to the departments to reach our target. As per the academic calendar national or international seminars are conducted along with educational trips. Teachers and students are encouraged to attend and present in seminars etc.The college encourages the students for different educational trips like visiting industries extension activates. An example or case study as per the strategic plan is that our college provides legal, health, psychological and placements counseling for our students which make them to stand on their own individuality. The students effectively participated in the various discussions and learn to overcome their problems. They in their verbal feedback express happiness and also share their experiences

how they have overcome the serious situations.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :

Financial Affairs :

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

Academic Affairs :

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

Administrative Affairs :

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Response :

The strategy followed by th

e college is quite specific and action oriented. In order to achieve the goals the Shri Madhav College of Education & Technology has designed specific short term and long term plans. The time bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of MIS. The college maintains and efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher-in-charges are under the obligation of reporting the matter to the principal. It is a well-planned and meticulously observed practice.

Particularly, the following activities fall under the preview of the issue in hand :

- Syllabus Coverage
- Use of Audio Visual Aids
- Students Attendance Record
- Internal Assessment
- Organization of CCA
- Laboratory Work
- Use of ICT and Educational Technology

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

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

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

Response:

Response :

Patron is the Chairman of the Governing body. The governing body is responsible for policy making and to verifying the reports through the secretary & correspondent. The decision making procedures are made at appropriate levels in the organizational hierarchy. Statutory bodies such as IQAC Cell, Anti ragging cell etc., as per the university / government guidelines are also included in the organizational structure of the institution. A committee comprising of faculty members and administrative staff are involved in the planning and implementation, academic audit and evaluation. There are different bodies that give academic and administrative leadership to the institution. An optimum level of decentralization through the autonomous departmental system and participative decision making process are in practice.

Service Rules :

The institution strictly follows the service rules according to the University norms. The institution runs for 6:0 hours. The teaching and non-teaching faculty have the benefits of HRA, Convince, Fridge Benefits, Casual Leaves, Medical Leaves and Maternity leaves etc., Recruitment is taken place according to the norms of the Governing Trust as per rules regulations of NCTE and CCS university Meerut, a body comprising of secretary, one member of management nominated by chairman, principal and subject experts decides the worthiness of the faculty member by his/her performance in the interview according to the parameters they are looking for.

Promotional policies :

Grievance Redressel Mechanism :

Once the members of the faculty, non-teaching staff or supporting staff concerning their appointments or employment where the grievances relate :

? To matters affecting themselves as individuals \

? To matters affecting their personal dealings or relationship with other staff members of the college or students.

? If other remedies within the faculty, staff, department or other similar area have been exhausted, the member of the staff may raise the matter with the principal.

? If the staff member is dissatisfied with the result of approach as mentioned above or if the grievance directly concerns the principal the staff member may directly approach the principal for the redressal of his/her grievance.

? If the Principal feels that the grievance is trivial or invalid, he will take no action upon it. If he fells otherwise he shall inform the grievance committee and take the action accordingly.

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

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

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

Response: D. Any 2 of the above

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

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

Response:

Response :

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the State Higher Education Department. CCS University and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college students, CSCA, teachers and members of the Parent Teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college.Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

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

6.3 Faculty Empowerment Strategies

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

Response:

Response :

Human resources play an important role in any organization, especially in the HEIs. The success of the HEIs depends on the quality and efficiency of the employees. The employees in the Shri Madhav College of Education & Technology include academic and non-academic staff. The college gives due importance to the welfare of its employees and help them as far as possible with the approval of the competent authority. The college has the following welfare measures for all its employees.

- The College provides hygienic working environment with well-maintained work stations for its academic and non-academic staff.
- The College encourages its employees to continue their studies for their development as well as for vertical/horizontal movement at their workplace. The employees who pursue higher education in the Shri Madhav College of Education & Technology are allowed academic leave.
- Academic staff are allowed to attend OP/RC /short term courses for their career advancement.
- The academic and non academic staff are allowed Duty Leave for attending the seminar/conferences etc. on working days.
- Child care leave are allowed to women employees of college as per rules.

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

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

09-09-2022 09:48:52

Response: 43.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	11	7	3	3

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

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

Response: 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

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

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

Response: 13.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	2	2	1

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

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

Response:

Response :

Shri Madhav College of Education & Technology has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterment of the faculty and other staff, and with the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. It need be

services of some expert are also requisitioned for seeking necessary guidance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response :

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

The mechanisms to monitor the effective and efficient use of financial resources are as follows :

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

The expenditure will be monitored by the accounting department as per the allocated budget.

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

Response:

Response :

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Response :

Shri Madhav College of Education & Technology has adopted quality management strategies in academic and administrative aspects. If is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Internal Quality Assurance Cell (IQAC) in 2016 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include.

- Development and application of quality benchmarks / parameters for the various academic and administrative activates of the college.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- Dissemination of information on the various quality parameters.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes / activities of the College, leading to quality improvement.
- Development and maintenance of institutional database through MIS for the purpose of maintaining / enhancing the institutional quality.
- Development of Quality culture.

09-09-2022 09:48:52

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

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

Response:

Response :

Shri Madhav College of Education & Technology is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activites.
- Supervises content delivery be faculty, through principal
- Ensures high performance of students in internal examination academic
- Monitors attendance of students and also keeps the students informed on quarterly basis
- Maintains and ensures stock verification.
- LCD projectors have been installed in various classrooms for a better learning process.
- Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library.
- Evaluating teaching-learning methodology periodically through student feedback.
- The college does not have any control over the syllabi and these are implemented as per the direction of the CCS University Meerut.

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

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

Response: 2.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	2	2	3

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

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

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

Response:

Shri Madhav College of Education & Technology reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to.

Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar.

All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the session starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response :-

The college currently generator as an alternative soured to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making. For saving the water institute has rain water harwesting system in the campus. There is saving water system in the campus when the students drink pure water remaining water goes to the green ground. We do not waste the water but we utilize it. For the purpose of saving energy and for saving money   we use LED bulbs in all the campus.

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

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

Response:

Response :-

Policy Statement

Shri Madhav College of Education & Technology will adopt the principles of the 'MAXIMUM SUSTAINABLE WASE MANAGEMENT" in the delivery of its waste management services. The college will apply a 'squander various leveled approach', to diminish, reuse and recuperate by products in preference to the removal of waste to landfill. The college recognizes the importance of meeting these legal prerequisites and deal with its waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

The College needs all the teaching and non-teaching staff, students, making use of the premises to comply

with this Policy, Any solid waste generated in the campus hall be overseen and taken care in accordance with the compliance criteria and the procedure laid down by the CPCB. There is a legal requirement for all who produce, keep or dispose hazarders/radioactivewaste/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

Implementation Procedure

It will be compulsory with respect to the Principal Investigator to report changes/additions in unsafe waste generation and step taken to decrease generation of waste per unit of production.

The waste could either be reused or discarded in captive or regular treatment, storage and disposed facilities available in the campus, as proposed in the following waste hierarchy.

- Prevention
- Minimization
- Reuse
- Recycle
- Energy Recovery
- Proper Disposal (Landfill / Incineration)
- Avoiding waste at source and minimizing waste utilization

In the hierarchy of waste management, waste avoidance and waste reduction must first by attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the regeneration of spent catalysts within the time limit.

Reuse, retrieval and recycling of non-hazardous waste

Shri Madhav College of Education & Technology will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to make paper boards and packing materials. The paper's toxic inks and dyes will be treated with enzyme technology, which is environmentally benign.

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

7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**

4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

Response:

Response :

By enforcing the Prime Minister's "Swachh Bharat Mission", Shri Madhav College of Education & Technology is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment, cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus :

1. Provide door mats in each class.
2. Keep dust bins in each working station and class.
3. Start recycling practices in the college.
4. Encourage students and teachers to keep things away immediately after use.
5. Organize cleaning day events like Swachh Bharat.

6. Clean the campus facilities frequently.
7. Hire a professional cleaning team.

Sanitation :

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Environmental sanitation

Green Cover

We are endorsing and enforcing measures to make the College a carbon negative campus using the Following :

Rain Water Harvesting

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Polution Free healthy Environment

1. Use Reusable water bottles and coffee mugs.
2. Recycle and compost
3. Waste control chemicals and e-waste management
4. Use of LED bulbs in college
5. Conducting energy audit
6. Dustbins on the premises
7. Waste control in entire campus
8. No use of plastic in campus
9. Use of dust proof chalks in classrooms

Minimum use of photocopy/printing.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document

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

Response: 0.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
.037	00	.0304	00	00

File Description	Document
Data as per Data Template	View Document

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

Response:

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work situation among the students is another feature. The S.M.C.E.T has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work

culture and transparency are norms of governance. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand. Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized .The S.M.C.E.T   maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs.: Corporate Social Responsibility These life lessons are delivered through case studies, live projects, role plays and experiential learning. The institution ignites sensitivity towards society and environment . The S.M.C.E.T develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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

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

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

Response: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Title of the Practice : MENTORING PROGRAMME

The practice :

- Mentoring session is conducted regularly.
- The session is compulsory for every student to attend without fail. Students are assigned to the faculty members.
- The mentoring parameters are based on four aspects i.e. academic, attendance, career and general.
- The mentors are provided with details of mentee's performances in terms of academic unit test and attendance records.
- The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues.
- The mode of communication between the mentor and mentee can be established through different mode(s) namely-In-person, Phone and E-mail.
- The practice of the mentoring system is evaluated by the principal.
- The grievances of the mentees are taken up by the mentor and if necessary it is forwarded to the principal for necessary remedial actions.
- A separate mentorship File is been maintained by every mentor (faculty) and it contains separate page for every mentee as to maintain its record.

Problem encountered and resources required :

The diversity in students' background and upbringing i.e. lack in the art of effective articulation, introversion, indifferent attitude etc. Inadequacy in general guidance, carrier and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

Practice -2

USE OF TECHNOLOGY AS TEACHING LEARNING METHOD.

1.PRACTICE :

The faculties post assignments, questions, college circulars, relevant articles, and current knowledge and many more. The link will be sent to each student by e-mail from their respective class coordinators. The students visit the link as well as the data shared with them on a very regular basis. Which encourage outside the classroom learning and students gives comment and feedback on the topic. Also have smart classrooms for better learning for students and better presentations for the faculties.

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

7.3 Institutional Distinctiveness

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

Response:

Response :

The vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the yearly system which was introduced by CCS University Meerut. The focus is on skill development, career oriented programs through value added coursed. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also.

The number of students also remains good in college. The main focus of the institution remains on the betterment and welfare of the students. Students oriented programs are frequently organized in the college to motivate the students. Most of the students would have remained either at home or would have chosen different tracks. The college administration always endeavors to provide such students a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. For the safety of the students, the college has appointed security guards at its own expenses which is not a routine practice generally in government colleges. As a distinctive feature, the college has created a Mobile using zone so as to restrict the usage of mobiles in the campus.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute students from a diverse socio economic and academic background are enrolled annually.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)

5. CONCLUSION

Additional Information :

Shiksha Bharti is running various project in the campus as Smt. Brahma Devi Saraswati Vidya Mandir senior secondary school , Aabha Dalmia Saraswati Shishu vatika, Samarth Bharat, Adhayatmik Dhayan kendra, Aushdhi Vatika, NDRF Hostel, Gau Shala, Nakshatra Vatika, Bio Gas Plant, Rashi Vatika, Organic Agriculture land . There is fully natural environment for developing teaching learning process.

Concluding Remarks :

Shri madhav college of education and technology is the oldest teacher education institue of district Hapur. Various students of the college are working on reputed posts of the country. We proud of these students. Here we are not only providing education but samskaras also.

To Prepare Teacher as best transference and give them practical knowledge of class room teaching, the institute maintains good relationship with the neighbouring, secondary schools of local community, provide feedback to teacher educators which is based in their routine supervision.

In the present time a teacher has to perform various role in the society & such type of attributes & qualities are inculcated through learning. The institution is determined to achieve its morals & value.

This way, the college shares and extends the mission and goals of the college by preparing value oriented, self-relevant and independent students for the society.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** 1. **Faculty of the institution** 2. **Head/Principal of the institution** 3. **Schools including Practice teaching schools** 4. **Employers** 5. **Experts** 6. **Students** 7. **Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
1	1	1	1	1 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	0	0	0	0	
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17	

| 260 | 283 | 288 | 275 | 116 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents given by HEI
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Input edited as per the supporting documents.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
89	153	133	142	137

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66	60	54	54	52

Remark : Input edited as per the supporting documents given by HEI.

2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student**

diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: D. Any 2 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	15	17	20	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Input edited HEI has not given documents as per DVV query Metric relates to LMS not YouTube

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

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

Answer before DVV Verification : A. Any 4 or more of the above

	Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents given by HEI
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** **1. Special lectures by experts** **2. 'Book reading' & discussion on it** **3. Discussion on recent policies & regulations** **4. Teacher presented seminars for benefit of teachers & students** **5. Use of media for various aspects of education** **6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the supporting documents given by HEI.
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)**

	4. Identifying varied student abilities
	5. Dealing with student diversity in classrooms
	6. Visualising differential learning activities according to student needs
	7. Addressing inclusiveness
	8. Assessing student learning
	9. Mobilizing relevant and varied learning resources
	10. Evolving ICT based learning situations
	11. Exposure to Braille /Indian languages /Community engagement
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: D. Any 2 or 3 of the above
2.4.3	**Competency of effective communication is developed in students through several activities such as**
	1. **Workshop sessions for effective communication**
	2. **Simulated sessions for practicing communication in different situations**
	3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
	4. **Classroom teaching learning situations along with teacher and peer feedback**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. Any 1 of the above
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	1. **Teacher made written tests essentially based on subject content**
	2. **Observation modes for individual and group activities**
	3. **Performance tests**
	4. **Oral assessment**
	5. **Rating Scales**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. Any 1 of the above
	Remark : Input edited as per the supporting data given by HEI.
2.4.7	**A variety of assignments given and assessed for theory courses through**
	1. **Library work**
	2. **Field exploration**
	3. **Hands-on activity**
	4. **Preparation of term paper**
	5. **Identifying and using the different sources for study**

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Input edited as per the supporting documents given by HEI

2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per the supporting documents given by HEI
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents given by HEI.

3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	02	02	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	01	01	01

3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	05	05	05	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Input edited Local awards are not to be considered

4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**
	
	   4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**
	Answer before DVV Verification : 9
	Answer after DVV Verification: 1
	   4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**
	Answer before DVV Verification : 9
	Answer after DVV Verification: 8

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4256387	10501753	10369746	6055380	6352135

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.16	14.09	33.33	21.07	3.82

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49947	232559	210026	112476	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.49	2.32	2.10	1.12	00

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
627652	778563	938148	677204	571629

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.27	7.78	9.38	6.77	5.71

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects**

3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Answer before DVV Verification : B. Any 4 or 5 of the above

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

Remark : Input edited as per the supporting documents given by HEI

5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks** **2. Outside accommodation on reasonable rent on shared or individual basis** **3. Dean student welfare is appointed and takes care of student welfare** **4. Placement Officer is appointed and takes care of the Placement Cell** **5. Concession in tuition fees/hostel fees** **6. Group insurance (Health/Accident)** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents given by HEI.
6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)** 6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
.80	4	00	00	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Input edited As per supporting document the value may be ZERO

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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the supporting documents given by HEI.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents given by HEI,

2.Extended Profile Deviations

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
154	152	166	147	20

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
154	152	166	147	17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4256387	10501753	10369746	6055380	6352135

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42.56	10.50	10.36	60.55	63.52