SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR.SHIVLING SHIVACHARYA MAHARAJ PRATISHTHAN'S COLLEGE OF EDUCATION

SHANKAR NAGAR, NEAR WAKI RIVER, AMBAJOGAE ROAD, AHMEDPUR TQ-AHMEDPUR DIST LATUR -MAHARASHTRA 413515
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Surroundings Endowed with Modern infrastructure and ambient learning environment, Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education, Ahmedpur.is forging ahead to achieve academic excellence.

The Institute is located in a sprawling campus of about 2 acres, amidst surroundings with aesthetically built infrastructure.It has grown in its size and stature over the years, from an initial intake of 50 students. Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education is one of the premier B.Ed Colleges in Ahmedpur Dist-Latur.The institute currently offers 01 undergraduate programmes (B.Ed).

Institute Achievements/Recognition.

1.The Institute is approved by Western Regional Committee (NCTE)New Delhi.

2.The Institute is approved by Government of Maharashtra.

3. The Institute is Permanent affiliated to Swami Ramanand Teerth Marathwada University , Nanded.

4. The Institute has been recognised under Section 2(f)&12(b) of the UGC Act, 1956, dated 15th January 2019 by University Grants Commission, New Delhi.

5. Accredited by NAAC with a CGPA of 2.41 on a seven point scale at B Grade valid for a period of five years from 30/04/2020.

The Institute, established in 2008 by Dr. Shivling Shivacharya Maharaj Pratishthan Educational Society under the leadership of Dalitmitra Honorable Shri D.B. Lohare(Guruji), an eminent educationist with a social conscience and commitment.

Vision

To promote academic excellence and professional ethics in teacher to face global challenges in 21st century.

Mission

Our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest knowledge with a cutting edge through high quality teaching research and extension activities leading to the generation of students who would provide leadership vision and direction to society. Strength, Weakness, Opportunity and Challenges (SWOC)

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.Committed Leadership with a vision to establish an institute in the rural area to provide an opportunity for students to pursue their higher education.

2.Well qualified and experienced faculty.

3.Excellent Infrastructure for teaching-learning processes.

4.Academic performance by means of reasonably good students' enrolment at UG level.

5.Reasonably good Placement record of students.

6.Association of senior persons from the research and administrative backgrounds to help the growth of Institution.

7.Student's participation in various training programs and internships.

8.Active student environment-learning communities, programs, student organizations and clubs.

9.Use of ICT tools by all faculty members.

10.Well-equipped and neatly maintained Laboratories.

11.Regular Parent-Teacher Meetings.

12.Self-learning space and time for the students.

Institutional Weakness

1.Being an affiliated institute of Swami Ramanand Teerth Marathwada University - Nanded. Curriculum design flexibility is limited.

2.Research work for societal development and publication of patents needs to strengthened.

3.Educational institution interaction needs to be strengthened.

4.Student-staff interaction on thrust areas of research is limited in the affiliated university curriculum.

5.As most of the students are first generation learners, their communication skills need to be improved.

6.Targeted advertisements are to made to attract the students from other states.

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Institutional Opportunity

1.To become an autonomous institute under Swami Ramanand Teerth Marathwada University - Nanded and UGC - New Delhi.

2.To initiate student projects to address local societal and environmental problems.

3.To encourage faculty to acquire Ph.D qualification.

4.To encourage Educational spirit among the students by creating sensitization, awareness and capacity building programmes.

5.Transform pedagogical practices and adopt latest technological relevant courses in curriculum.

6.To provide training and awareness for self-reliance of the rural people.

Institutional Challenge

1.Competition from other neighbouring institutions.

2.Admitting quality students with keen interest in Teaching.

3.Continuously decreasing trends in B.Ed admissions.

4.Providing scope for employability of the students in currently dynamically changing Education due to continuous change in technology.

5.Exposing the teaching faculty to the Educational practices.

6.Attracting and retaining qualified faculty.

7.Generating funds through Research, Patents and Consultancy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education is an affiliated Institution of Swami Ramanand Teerth Marathwada University – Nanded. and follow the curriculum prescribed by the University. Academic calendar provided by the University is taken as the base for making curriculum delivery plan. The Principal of the college conducts meetings with the Heads of the Departments for developing detailed academic calendar for conducting curricular, co-curricular, extra-curricular activities. HODs, in turn, conduct meetings with their faculty for the distribution of workload, preparation of class wise and Course wise time tables and course plan. Department calendar of events is derived from the college calendar of events which is specific to the department. All the faculty members submit lesson plans, course files and lab manuals of subjects they are handling, at least 1 week before the commencement of every semester / academic year, to the Academic In-charge and made available to the students. Documentation of delivery of course contents is done by maintaining course files by the concerned faculty for both theory and Practice courses. The contents of the course file include syllabus, history of subject, about subject handlers, pass percentage, batch and no. of students, lesson plan, subject time table, lesson notes, Question bank which includes previous university question papers. Employing learner centric techniques such as assignments, peer learning, group discussion, case studies, trips, School visits, projects, and quizzes for the effective delivery of the academic courses.

The institution integrates the cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum by taking following steps: (i) Environment - Apart from teaching Environmental Studies as a mandatory course, the institution conducts Cultural Cell and Tree plantation. (ii) Human Values - The institute integrates Human Values by conducting Blood Donation Camps, Health Awareness programs, Orphanage Visits, Motivation camps for the school students and AIDS Awareness programs (iii) Professional Ethics - To make the students as successful professionals in future, the institution conducts soft skills and personality development programs.

Teaching-learning and Evaluation

All students are from the local area and the college needs to work to attract quality students from other parts of the state. Mentoring system exists in the Institute and is well managed. The Mentors regularly conduct meetings with their regarding their progress. Mentors are responsible to identify students who scored less than 60% marks in their internals. One faculty is allocated for every 10 students as Mentor for monitoring their attendance, punctuality, discipline and academic performance as well as to guide them through their career path. Mentor may be changed semester to semester.

In addition to traditional teaching-learning methods, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include illustration and special lectures, case-studies, project-based-methods, experimental methods and group learning methods. The facilities arranged by the institute are.

1.Lecture method :

This conventional method is commonly adopted by all the teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given with specific assignments which enriches their learning.

2.Interactive method:

this method of learning includes group discussion, role-play, subject quiz, news analysis, educational games and discussion with question/answers. In all the courses, tutorial classes are conducted in which problem solving skills are imparted.

Program Outcomes (POs) and Program Specific Outcomes (PSOs) for all programs are displayed in the website and also communicated to students. The program outcomes are assessed with the help of course outcomes of the relevant courses through Direct and Indirect methods. Direct measures are provided through direct examinations or observations of student knowledge or skills against measureable course outcomes. The mapping of Program Outcomes (POs), Program Specific Outputs (PSOs) with Course Outcomes (COs) has to be done in a more effective way.

Research, Innovations and Extension

The institute has a R&D Cell to monitor and address the issues of research. This cell encourages the faculty members to take up research activities by utilizing the existing facilities. It creates research culture among faculty members and students. It creates network with industries and research institutions for funding and co-operation. It provides guidance for publication of papers/articles. However, serious efforts are required to bring in externally funded research projects and publish quality research articles in peer reviewed reputed journals.

Cultural Cell in the Institute actively involve the students in voluntary social service activities for the socio - economic development of the area surrounding the institution as well as the Nation at large. They are strongly connected to the neighboring villages and the nation through an emotional and moral bonding by virtue of the passion and dedication with which the students carry out the various social service initiatives.

Activities under IQAC Cell include (i) Blood Donation Camps (ii) Fund Collection and Distribution to Poor Children (iii) Distribution of cloths and free medicines to slum area people (iv)Tree Plantation (v) AIDS

Awareness Program (vi) Fire Safety Awareness Camps (vii) World Health day Activities (viii) Computer Awareness Programs to Rural Students and High School Teachers (x) Conducting Classes to Students Mobilize them for Participating in Social Service Activities (xi)Conducting Awareness Program to Public on Plastic free environment(xii)Helping Physically Handicapped People etc.

Infrastructure and Learning Resources

Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education has good infrastructure to cater to the needs of students. The Institute has sufficient classrooms with LCD/ICT facility and well equipped laboratories with good ambience for academic activities, good sport facility for co-curricular activities, digital library, free WI-FI access to all students and up-to-date computer lab.

The primary objective of the library is to support the educational and research programs of the Institute by providing physical and online access to information. The library of the institute offer access to 16640 book titles and 64407 volumes of books and thousands of e-Journals and reference books. Soul 2.0 Open source Software makes search of all available books easy. INFLIBNET Subscription, access all subscribed databases, consortium materials and E-resources. The library has adequate number of book titles and volumes to address the academic needs. The CCTV surveillance is there for the smooth functioning. And in future RFID system setup in the Library.

Administrative offices of the Institute are computerized and the offices have LAN and Wi-Fi connectivity. The internet capability of the Institute is providing by Pioneer E-labs Limited with 50 Mbps leased line with several servers for internet. The Institute maintains cleanliness of its Green Campus. Students' programmes are designed to learn to live and work together with achieving excellence in personal and academic areas. Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements. Career Guidance Cell creates awareness on career opportunities in emerging fields. Motivates students to take part of coaching classes in competitive exams such as CTET, TET,SET,NET, TAIT, MPSC and UPSC etc. Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements.

Institute offers Continuing Education using ICT. Health Care Unit is available and take cares of the health issues on campus. Grievance redressal mechanism is functional.

Student Support and Progression

A comprehensive Care System is in place to provide a 'conductive environment', for the holistic / development of the students. Multi-pronged Capability

Enhancement and Development Schemes include Individual Mentoring, Student development programmes, and programmes designed to learn to live and work together with achieving excellence in personal and academic

areas. Student Club activities to develop variety of skills and talents in both technical and non-technical activities. Career Guidance Cell creates awareness on career opportunities in emerging fields. Students are motivated to take part in competitive exams such as TET, CTET,TAIT, SET,NET and MPSC etc.

Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements.

Counselling / Mentoring services:

Counselling / Mentoring services available for students to address the pressures of family expectations, personal expectations, academic pressure, social pressure, psychological adjustments and identity formation. Health Care Unit is there in the campus , annual medical camps, health services, Yoga Clinics etc take care of health issues on campus. Grievance Redressal Mechanism is functional. The Alumni association needs to be registered and enhance their activities.

Governance, Leadership and Management

Conceptualization of the Institute took place resulting into development of the vision and mission, choice of study programmes, human resource requirements, networking, fund raising and sustainability. Organizational Structure is reasonably well planned. De-centralization of decision making is done at level of HODs. Process for Standard operating procedures of most of the systems in the Institute ensures quality. Smaller Structures of Governance, with few Committees for various purposes are built in to ensure involvement and participation. Faculty Empowerment Strategies include faculty Development programmes, Induction and Orientation Programmes, Performance Appraisal and Feedback, Refresher Courses etc. The institute has made concrete plans to grow to level of Autonomous Institute and progressing in that direction.

The Role of the IQAC :

The IQAC is involved in planning, auditing performance, vetting strategic issues and in maintaining quality parameters. Accessibility of the Leadership afforded to everyone in the Institute to interact with all officials is a good characteristics of the Institute. IQAC takes care of lesson plans and its execution and is monitored on daily basis. The institutes could sustain and maintain reasonable strength of student's enrolment in spite of decreasing trends in B.Ed. admissions. The progress of the institute during last five years is quite reasonable.

Institutional Values and Best Practices

The Institute addresses gender sensitive issues through various means. Equal opportunity without gender bias invisible. The social and community engagement activities are carried out through IQAC and other activities of the Institute. CCTV surveillance system in some areas is operational in the institute. The mentoring scheme with mentor to mentee is operational. Separate girls common refreshment room has been made available.

Waste management systems are in place. Dustbins are installed at various places in the campus. Collection and disposal of sanitary waste, surgical waste is also in place. Eco-friendly, viable and integrated system of liquid waste management is implemented and the liquid waste is discharged into the soak pit/septic tank. College has attempted to maintain its campus free of plastics. Collection bins are kept at various locations to collect plastic material. The institute has installed solar tree for lighting and illumination of the campus. Ground water recharging is being done in some part of the campus. The institution ensures transparency in its financial transactions to some extent. It also hosts the organizational manual on the website and communicates the attendance and performance in CIE though electronic reports. Transparency is maintained in internal assessment and answer booklets after valuation are shown to students. The institute also organizes national festivals and birth / death anniversaries of the great Indian personalities.. However there is no well documented IT policy, Gender Policy and Green audit. To develop communication and presentation skills among the students coming from the rural background, the institute has taken up necessary initiatives.

The distinctiveness of the institute is in creating an opportunity of higher education to the rural students and bringing them in the main stream by providing good placement opportunities.

Best Practices:

The institution has implemented several best practices for the holistic development of students and teacher among which To give information about ICT to Highschool teachers and To Organise Competitive Exams for student. the highly notable best practices since both of the practices are very crucial in fostering the studentsand teacher career and make them For future life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.SHIVLING SHIVACHARYA MAHARAJ PRATISHTHAN'S COLLEGE OF EDUCATION
Address	Shankar Nagar, Near Waki River, Ambajogae Road, Ahmedpur tq- ahmedpur dist latur -maharashtra 413515
City	AHMADPUR
State	Maharashtra
Pin	413515
Website	www.drssmpahm.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mugale Dilip Manohar	02381-264300	9527876969	02381-263245	yeshwant07036ahmedpur@rediffmail.com
IQAC / CIQA coordinator	Howal Siddharth Sudhakarrao	-	9421357331	-	siddharth.howal668@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-01-2019	[View Document](#)
12B of UGC	15-01-2019	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	01-02-2017	12	Lifetime

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Shankar Nagar, Near Waki River, Ambajogae Road, Ahmedpur tq- ahmedpur dist latur -maharashtra 413515	Semi-urban	2	5009.08

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				1				8
Recruited	0	0	0	0	0	0	0	0	6	2	0	8
Yet to Recruit				0				1				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				3
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				3

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

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

23-08-2022 10:27:39

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

23-08-2022 10:27:39

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
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**
	2	0	0	2

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	13	0	0	0	13
	Female	37	0	0	0	37
	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	3	0	2	2
	Female	0	1	2	2
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	9	3	9	4
	Female	7	1	10	9
	Others	0	0	0	0
General	Male	7	2	5	8
	Female	22	4	17	25
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		49	11	45	50

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
95	56	60	109	60

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
49	49	11	49	99

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	07	07	07	07

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
09	09	09	09	07

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 07

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

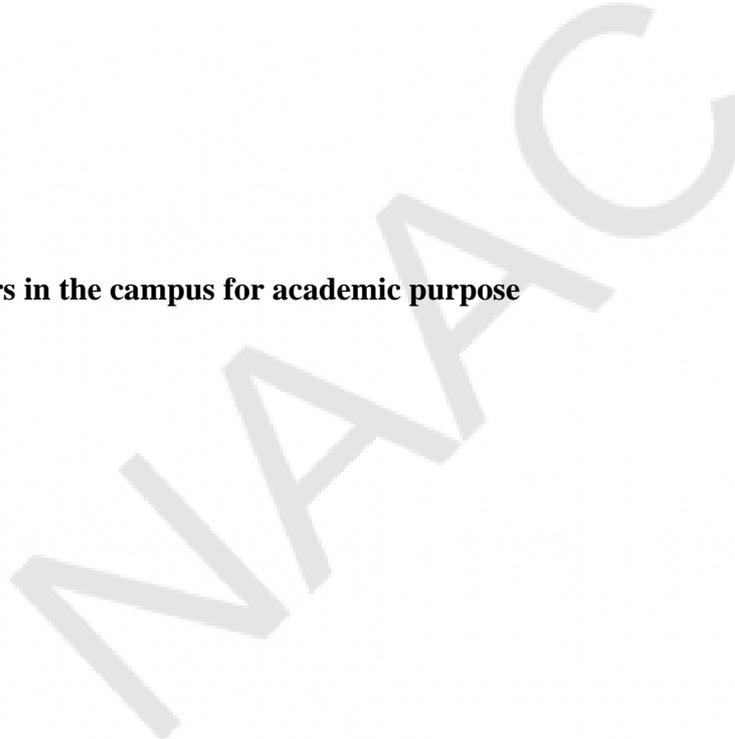| 2018-19	2017-18	2016-17	2015-16	2014-15
3.01	3.36	3.57	3.75	7.29

4.3

Number of Computers

Response: 15

4.4

Total number of computers in the campus for academic purpose

Response: 15

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The curriculum prescribed by the affiliated university is observed strictly. Apart from this prescribed curriculum, the Institute has designed ways and means to reinforce the teaching-learning process.The curricular planning and implementation is performed in a systematic way.

Preparation of Academic Calendar:

At the beginning of each academic year, College prepares academic calendar incorporating curricular, co-curricular and extra-curricular events in alignment with the institute academic calendar.

Library books Upgradation:

The library is informed of required text books, reference books and e-journals for the forthcoming academic year.

Course Allocation:

Courses are allocated to the faculty members based on their preferences by the Principal.

Timetable Preparation:

Class-wise time tables also includes time slots for Training, Seminars, counselling sessions, club activities, library and sports. Individual time tables are prepared for each faculty member reflecting the work load. All these time tables are prepared by Time Table Committee.

Design and Dissemination of Course Plan:

Each faculty member prepares detailed course plan including the text book(s), reference book(s) and ICT tool(s) to be used for each topic. It also includes the topics to be covered beyond the curriculum which is then disseminated to the concerned students after approval of academic incharge.

Preparation of Course file:

Each faculty member prepares the course file which includes the time table, course plan, course outcomes, mapping of course outcomes with program outcomes & program specific outcomes, attainment levels and targets, identified curriculum gaps, corrective actions, materials modulewise, handouts, previous question papers and previous performances. After the completion of the semester, it is updated with analysis of students' feedback, attainment of COs, POs & PSOs and Justifications for non-attainment of COs, POs

and PSOs (if any).

Content Delivery:

New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Employing of learner-centric techniques such as peer learning, collaborative learning, group discussion, video lectures, chart preparation, role play, quiz etc., encourages students' active participation.

Reviews: Periodical review on the coverage of syllabus and regularity of the students is performed by the Academic Incharge followed by IQAC Academic Audit. The class incharge reviews the coverage of syllabus through Daily Class Work Register (DCWR) and suggestions are invited for the improvement of teaching-learning process.

Assessments:

As per the regulations of the affiliated university, the assessment is in two ways:

1.Internal Assessment (25%):-There are two internal assessment tests, the first one after eight weeks of the commencement of the semester and the second at the end of the class work, i.e., after sixteen weeks.

2.External Assessment (75%): The external assessment is based on the semester end examinations conducted by the university.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

In the beginning of the academic year, academic calendar is published by the University for Respective Course. The institution ensures effective time management and strictly follows timeliness given by the affiliiating university. The Institute carries out effective planning to stick to academic calendar. This allows the teachers and the students to space out their teaching and learning and regular assessment of the same.

Every academic year consists of two semesters. Each semester is to be of 16 weeks. The first Continuous Internal Examination also known as along with the Internal First is conducted after 8 weeks of class work. Continuous Internal Examination and Internal second are conducted after 16 weeks of class work. Within the above mentioned 8 weeks of class work, the concerned syllabus is taught to the students. They are then tested on the same material.

The Institute conducts assessment to the students in three different components - theory, objective,

Practical and assignments. The descriptive component is marked out of 15. The objective component is marked out of 5. The assignment is marked out of 5. These tests are conducted in evenly spaced out intervals to avoid pressuring the students with too many examinations.

An average of both these examinations is calculated to attain the final internal marks of the student. These marks are also utilised to identify the slow learning students and conducts bridge classes to improve their performance before the external examination.

Question papers are set based on the OBE format. They are mapped with their respective course outcomes that are stated in the beginning of the course.

The assignments given to the students involve un-addressed program outcomes. This helps the students attain knowledge beyond the syllabus as these topics are not covered by the exams conducted by the university but are still relevant. These assignments are given two times in a semester. The students are to complete them within the time given to adhere to the university's academic calendar.

Following the university calendar, every teacher creates internal calendars to ensure timely delivery of syllabus. Every teacher follows a strict agenda that is discussed and approved by the head. This is followed by deducing a day-to-day division of topics and chapters. These topics and chapters are chosen keeping the upcoming CIE in mind. The timeline created allows for the students to complete the given syllabus in enough time. The students are given plenty of time before the examinations as well to prepare and practice their concepts.

In case of any required change, the university communicates the modification to the college and the college enforces the same. In any condition, the academic calendar is followed and respected by teachers of all departments.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	
Details of participation of teachers in various bodies/activities provided as a response to the metric	

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 01

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	
Institutional data in prescribed format	
Any additional information	

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	
Brochure or any other document relating to Add on /Certificate programs	

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The institution strongly believes that addressing crosscutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics have a direct impact on achieving the sustainable development of the nation. So the institution takes a continuous effort in integrating cross-cutting issues to be an integral part of the curriculum to achieve holistic development of the students and to create a positive vibration on their study and societal commitment.

Gender Sensitization / Gender Sensitization Lab:

SRTMUN introduced a course "Gender Education" to create awareness among students about sensibility with regard to issues of gender in contemporary India. The course also provides critical perspective on the socialization of men and women. It exposes students to debates on the politics and economics of work, to more egalitarian interactions between men and women. Sessions on gender help students attain a finer grasp of how gender discrimination works in our society and how to counter it. Emphasis is given to provide accounts of studies and movements as well as the new laws that provide protection and relief to women. Sessions also empower students to understand and respond to gender violence.

Apart from this the institution formed Grievances Redressal Cell to provide counselling, promote gender equity and also deal with related issues of safety and security of students and lady staff as well to dissolve discrepancies among students and staff.

To develop students' sensibility with regard to issues of gender in contemporary India.

To provide a critical perspective on the socialization of men and women.

To introduce students to information about some key biological aspects of genders.

To expose the students to debates on the politics and economics of work.

To help students reflect critically on gender violence.

To expose students to more egalitarian interactions between men and women.

Human Values and Professional Ethics / Professional Ethics:

Through the course "Professional Ethics" students will be able to know the importance of ethics in Teachers profession.

1.This course is comprised of class room discussions with real life situations.

2.It also focuses on ethical concerns common to human service situations.

3.It is in response to a long- felt and urgent need to integrate value education with decision making skills in their professions.

4.The issues in professional ethics are analysed in the context of right understanding with the main focus on the development of ethical competence in the individuals.

5. The course concludes by proposing several salient steps to undertake the journey towards holistic and value-based living.

Environmental Studies / Environmental Science and Technology:

University prescribed course "Environmental Education and Disaster Management" provides students understanding of ecological balance for sustainable development, impacts of developmental activities and mitigation measures and environmental policies regulations. Institution encourages and supports students to go with plans of protecting environment like planting samplings, best out of waste and plastic free campus and training in first aid.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<u>View Document</u>
Any additional information	<u>View Document</u>

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 4.17

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document]
MoU's with relevant organizations for these courses, if any	[View Document]
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 50.53

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 48

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	[View Document]
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document]
URL for stakeholder feedback report	[View Document]

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
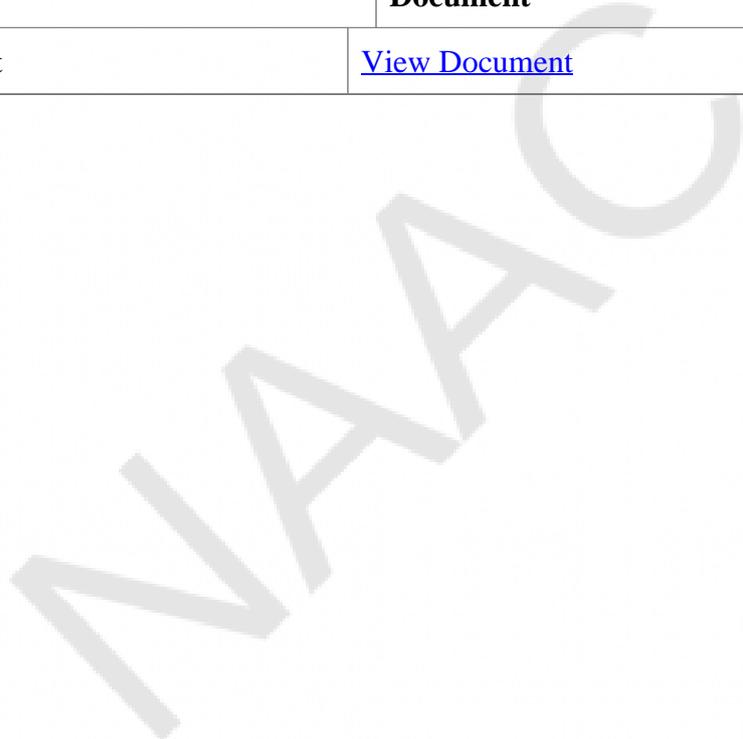
Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 74.4

2.1.1.1 **Number of students admitted year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	50	60

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
50	50	50	50	100

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 93.6

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
17	23	5	20	52

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students admitted in first year through CET. A well planned orientation program is conducted to motivate them and familiarize them with the university curriculum and the resources available at the institute.

The institute has embarked on a new initiative to determine Entry Skills of incoming first year students. They are Content test to determine their strengths and weaknesses in various parameters as follows:

Identification Process:

1.Mentor's observations: The institute allots 10 students to each mentor who keeps in close touch with the allotted students and try to understand their academic and personal requisites in order to help and extend customised support.

2.Class Tests: These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores.

3. Bridge course: Bridge course is conducted for the one-week duration before the commencement of curriculum delivery to bridge the gap between the school curriculum and the B.Ed curriculum. During the bridge course, the discussion is made on the pre-requisites of basic Pedagogy School Subject.

4.Counselling System: Counselling is not very actively immediately after admission to monitor, guide and counselling the students. A mentor is allocated to for every 15 students to counsel, motivate and guide them towards better progress.

5.Induction Program:The institution actively organizes the Induction program for two weeks as per the norms of NCTE and SRTMUN.The induction program report which includes resource persons from various organizations, schedules, activities, and competitions conducted are communicated to SRTMUN at the end of the Induction.

6.Classification of students: In order to provide a different level of attention, students are classified into advanced and slow learners based on their performance in the classroom activities, marks obtained in tests, regularity in the submission of assignments, regularity in the class, etc.

Slow learners:

1.Special coaching and compensatory classes are conducted for slow learners wherein individually focussed attention is bestowed on slow learners.

2.Mentors keenly observe the academic performance to assist the student by resolving their issues that affect their ability to learn or impede their academic success.

3.Poor performance and frequent absenteeism are informed to parent through phone calls, SMS and WhatsApp.

4. Animated videos, PPTs, simplified learning materials, are provided especially to easily the learning of students.

Advanced Learners:

1.Advanced learners are encouraged to take active participation in extra-curricular and co-curricular events conducted by various institutions.

2.They are encouraged to learn new technologies, develop projects, carry out research activities, internships, training programs & competitions, etc.

3. They are also guided to take up additional courses viz.Dance & Music, Painting , communication skills, Microsoft certification.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 13.57

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Various Activity-based techniques adopted by the faculty members are listed below:

1.Lecture method and Interactive learning: The faculty use chalk and board and audio - visual aids in teaching. Students are also encouraged to actually interact during the lecture hour by getting the douts clarified on the spot. Faculty using models, charts for interactive teaching.

2. Project-based learning: During the period of study in the I year II semester and II year IV semester, many real time projects are given to the students and they are guided by faculty.

3.Computer-assisted learning:The Institute has required number of computers, printers, LCD projectors.These are effectively used for teaching. The students are also encouraged to develop PPT's for the solution of the assignments and tutorials. Many final year projects are completed through the use of Computer.

Independent learning:

1.The institute provides well stocked library which consists of bulk of books, journals, project reports and other teaching materials for the use of students and faculty.

2. The department provides well equipped and advanced Laboratory for improving Teaching skills & logical thinking.

3. On necessary topics Interactive lectures with College experts are initiated.

4. Students are encouraged to do projects starting from first year on the basis / fundamentals of subjects.

5.The students are encouraged to attend workshops and conferences.

6.Students are encouraged to take up Social projects in community service.

7.The faculty motivates the students to participate in model making, paper presentations, contests to and various co-curricular activities in various events organized in and outside the college.

8.Students are encouraged to take up Agricultural oriented projects.

9. Students are encouraged to gain knowledge in inter-disciplinary subjects through electives, seminars and discussions with experts.

10.The college encourages participating in games & sports, and other social activities to enhance their team work skills, self esteem, leadership quality and personality.

E-Learning/ICT:

Efforts are made to maximize the use of Modern resources and aid to improve the teaching in the class rooms:

1.The students are also encouraged to use computer for their projects.

2.Faculty utilizes online resource course material of different International and National Universities.

3.The departments conduct paper contest, poster presentation, and technical exhibition etc. under departmental association.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Contributions to teaching and learning are activities that contribute to the improvement of student learning. These activities include use of ICT, instruction delivery, instructional methods, assessment, evaluation and inclusive class rooms that lead to effective, efficient and engaging instruction.

Following are the best and innovative practices undertaken by the faculty members for improving teaching and learning experience:

1.Power Point Presentations.

2.Spoken Tutorial.

3.Student Seminars.

4.group discussion.

5.Schools Visits.

6.Sessional and pre-university examinations.

7.Communication Skill Development.

8.Virtual labs.

9.Modern teaching aids like Multimedia, Projectors, and Internet enabled Computer systems are used for class room instruction as well as other student learning experiences.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13.57

2.3.3.1 **Number of mentors**

Response: 7

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 82.22

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 14.29

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

23-08-2022 10:27:39

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.29

2.4.3.1 **Total experience of full-time teachers**

Response: 51

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The Internal Assessment system is carried out in a systematic manner and is transparent. Theory courses, Laboratory courses, Seminars and Project works are evaluated internally.

During the induction program, the first year students are oriented by the personnel from the exam cell regarding the evaluation system (both internal and external). The changes in evaluation system, if any, are communicated to the students.

A detailed academic calendar is available on the website and notice-boards of the Departments. Thus, students know about the dates of examinations well in advance and they can plan their study accordingly.

Students are made aware of various parameters of Internal Evaluation system. The internal marks are based on the mid tests and Assignments for theory courses.

For the Assignment test, five questions are given to each student well before the mid examinations. They need to refer various text books and other resources, answer them and submit to the respective faculty member before the commencement of mid exams. They are evaluated by the respective faculty members and shown to students to bring out discrepancies, if any, necessary corrections are made and marks are noted. The assignment scripts are returned to students for further reference.

In laboratory subjects, day to day evaluation is done in each laboratory session and marks are posted in the students record book. The consolidated list of marks in each midterm exam is displayed in the notice

boards and same is communicated to the parents.

Project work and Practical Work evaluations are done by respective committees based on the rubrics defined by considering various parameters. The rubrics are informed well in advance to students at the begining of the semester. After the evaluation, the marks are displayed in the notice boards for verification.

The performance of the students regarding the internal test marks and attendance are entered in Automation System. The parents are informed about the internal assessment marks through SMS and posts.

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

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Mechanism to deal with internal/external examination related grievances:

1.The Institute conducts two types of examinations, Internal Examination and External Examination.

2.External Examinations are conducted by the University and the Internal Examinations are conducted by the Institute.

3. As part of Internal Examinations, internal assignment and mid examinations are conducted. The examinations are conducted with utmost care given to transparency and fairness.

4. The hall tickets are issued to the students for University Examinations well in advance. Any grievance related to the hall ticket like printing of wrong name or delay in issuance is addressed by the exam cell. The exam cell immediately looks into the matter and takes necessary actions. The issues of the students are dealt with high priority and solved as soon as possible.

5. The external question papers are printed 15 minutes before the commencement of examination after receiving password from University.

6.All grievances are therefore solved with utmost care to student sensitivity. Institute level grievances are solved within two-three days.

7. The Institute is dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Program outcome are displayed at various prime locations in the Institute premises and is also available on the website to make faculties and students aware about the Program Outcome and Program Specific Outcome. To make students aware about different course outcomes, each classroom has a separate board assigned where the course outcomes are displayed for the ready reference of the students.

The Program outcomes, Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. Academic council frames the curriculum which appropriately in-corporates Program Outcomes (POs), Program) and Course Outcomes (COs) for all programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are planned.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The graduate level Professional Teacher Education course designed with specific pre-determined

outcomes. This program is designed to develop sound management theoretical mind of students with skill mix and extensive practice of problem solving through case studies, role plays, and presentation. Ultimate objective is to transform the student as professionals required in the corporate as innovative Professional leaders. The attainment of Program Outcomes, Course Outcomes are evaluated in following ways.

Course Outcome:

Student teacher complited successfully course the final course outcomes are –

Promotion of National Values and Goals,Integration of Knowledge and Pedagogy Understanding of Context and Problrm Solving,Educational Evaluation, Management, Guidance and Counceling Services ,Sensitivity for Emerging Issues,Learner Centred Educational Practices ,Knowledge Creation, Research and Innovation ,Professional Communication Skills ,Collaborative, Culture Responsive and Creative Work Capacities.

The attainment of outcomes of the program are evaluated through continuous evaluation which is classified as internal evaluation of 25% Marks for assignments, and remaining 75% marks for final examination. This quality of academic outcome is measured through declaration of result is based on the grade point average (GPA) earned towards the end of each year or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

Feedback taken from the students at the end of the semester regarding attainment of COs.

Program Outcome and Program Specific Outcome:

Student Teacher understands the epistemological and social bases of education, gets acquainted with the concept of Management, understands the contemporary nature of develop of educational System of India, understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process, understands the importance of Environmental Education, gets acquainted with the critical analysis of gender, gets acquainted the nature and role of disciplinary knowledge in the school curriculum, understands the concept, need and importance of inclusive education, understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage, understands the process of evaluation, understands the basics of action research, understands the meaning, nature and scope of guidance, understands the present status of Women in India, understands with the various technological applications available to him/her for improving instructional practices, understands the concept and types of Peace, understands the concept, nature and different kinds of values.

The Specific Outcomes of the program are reflected in the placements of the Teachers, Professor, Education Officers and students who have gone for higher studies.

File Description	Document
Upload any additional information	[View Document]
Paste link for Additional information	[View Document]

2.6.3 Average pass percentage of Students during last five years

Response: 92.07

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
43	42	11	49	86

2.6.3.2 **Total number of final year students who appeared for the university examination year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
49	49	11	49	99

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Paste link for the annual report	[View Document]

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	**Document**
Upload database of all currently enrolled students (Data Template)	[View Document]
Upload any additional information	[View Document]

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.1.2.2 **Number of departments offering academic programes**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document]

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 2

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	1

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.71

3.2.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	0	0	0	5

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution fosters holistic education that makes the students intellectually, socially, emotionally and ethically strong. In order to nurture them with social values and responsibilities, the institution encourages the maximum number of students for active participation in extension activities and outreach programs.

Culture unit of our institution conducts many extension activities for the betterment of the neighborhood communities in addressing their social issues. Culture volunteers and Program Officer in the programs,such as..

Blood Donation Camp, Village Adoption for development, Swacch Bharat, Youth conclave, Orphanage Programme, Water conservation, Health Awareness Programmes, Anti-Drugs Campaign.

In the Special Camp at In different villages awareness on To send various govt schemes information to farming about farming, To Give Information of ICT to Primary School Teachers, To make convenience of food and water for birds in summer.

Collaborative Extension Activities:

We encourage the students to involve in outreach programs conducted in collaboration with local police, doctors of Government Hospital, Municipality Development Authority. We feel very proud that many of our students involved in electoral literacy campaigns and electoral booths to facilitate the polling process.

Fit India Movement:

Our students have participated in Fit India Movement which is aimed at encouraging people to give priority to sports and fitness. Our students have conducted a of Marathon to promote fit India movement in youth.

The institution motivates the faculty and students to participate in need-based, participatory initiatives with local communities, and that range from infrastructure development, health, sanitation, education, women's

empowerment and enabling access of the marginalized to entitlements provided under diverse schemes. The participation of the students sensitizes them towards the social issues and challenges faced by the weaker section of the locality; enables them to develop an empathetic understanding of the same and facilitate their initiation in civic engagement.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 0

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 0

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 1

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	5	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institute has the required infrastructure and learning resources like classrooms, and computer lab, library with reading room, assembly hall and auditorium. The campus is Wi-Fi enabled with 24/7. internet facilities to the students and staff.

The institute has sports facilities namely, Badminton Court, Football Court and Volley ball court. The institute updates the infrastructure and learning resources facilities with the changing requirement of the modern business schools.

Computer Labs: The institution has 1 computer labs with the repository of 15 computers in these labs. These labs are designed to cater to enrich the IT knowledge of the students. These labs are well equipped with internet connectivity.

Classrooms: The institution has 3 classrooms with ICT facility for presentations, animations and graphics for detailed explanation of the lectures.

Projectors: 2 LCD projectors are being used in the classrooms to make students enthusiastic towards learning the subject.

Auditorium: It is well-furnished with a seating capacity of 200. It is equipped with state-of-the art audio and video technology with recording facility.

Landscape Gardens: IIMS is bestowed with lush green campus and many decorative plants and trees are part of the landscape gardens spread across the college.

Canteen & Food Court: Canteen provides nutritious and delicious Breakfastto the students and staff of the college.

Thus the institute provides a cordial learning environment to students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor),

gymnasium, yoga centre etc.

Response:

Dr.SSMP is a student centric institute, where 360 degree growth of student is taken into consideration. The institutes believe in creating physically fit, mentally robust and professionally competent individuals which will help in creating a healthy society. We concentrate on following activities for their holistic development.

Sports:

The institute has sports facilities include indoor and outdoor games. The institute has indoor game facilities such as Badminton, Chess and Carom and outdoor games facilities such as sports ground, Volleyball. Institute has football ground where every year corporate Volleyball league is arranged to promotes sports among the students and arrange a platform for student, industry interaction. At various cultural events sports competitions are integral part.

Health:

The institute believes in healthy professionals who could provide the industry and society a strong and ethical place to live in, for that we have a modern gym with a professional trainer, yoga center, and self defense classes. The institute celebrates international Yoga Day, Fun Run, Duathalon etc every year to spread awareness about healthy living among the students and society.

Cultural:

Cultural Events are an important medium to develop leadership skills, team building and to promote the hobbies of individuals. Keeping this into considerations Dr.SSMP organizes various cultural events and competitions where students take lead to conduct and perform. The Institute organizes Youth Day, Women's Day, Guru purnima etc to inculcate the cultural aspects.

Specification about area/size and year of establishment are as follows:

Sports	Area/Size	Usage Rate	
Yoga Centre	2000 sq. feet	100%	
Cultural Activity Area	2000 sq. feet	100%	
Carom	250 sq. feet	100%	
Volleyball	1000 sq. feet	100%	
Chess	250 sq. feet	100%	
Sports Ground	4046.86 sq.meter	100%	

File Description	Document
Upload any additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 28.57

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 0

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Response: At Dr.SSMP, the library is automated by using the Soft of University Library (SOUL 2.0). We have installed Soul 2.0 Software (Version 2.0) on 12th Oct- 2015. SOUL 2.0 is totally integrated software package which covers all aspects of library management.

It is Multilingual, Multiuser and Multitasking software, which not only helps to effectively manage a library but also helps in reducing the overhead cost. At Dr.SSMP Library Automation is used for following:

1.Master Setup.

2.Classification of Members.

3.Book Acquisition Maintenance.

4.Cataloguing i.e. management of accession number system.

5.Issue/Return or Renewals from single window.

6.Book listing.

7.Explore menus provided for easy navigation through the system.

Thus Library is 100 Percent automated initially with SOUL 2.0 software version 2.0 and operative till the academic year 2018-19; then library has upgrated to the fully automation by SOUL 2.0 Web OPAC. It has been done from the academic year 2019-20 to make all the library operations smart and computerized.

Nature of Automation: Fully Automated

Version: 2.0

Academic Year	Name of ILMS	Nature of Automation (Fully/Partially)	Version	
2019-2020	SOUL 2.0	Fully	2.0	
2018-2019	SOUL 2.0	Partially	2.0	
2017-2018	SOUL 2.0	Partially	2.0	
2016-2017	SOUL 2.0	Partially	2.0	
2015-2016	SOUL 2.0	Partially	2.0	

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books

5. Databases

6. Remote access to e-resources

Response: E. None of the above

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.22

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0.20690	0.20375	0.27120	0.23084	0.18120

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 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: 6.86

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 7

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Our Institution is very keen on updating IT facilities.

Such as internet bandwidth, the configuration of computers, LCD projectors, ICT facilities, etc., to provide state of the art infrastructure for the teaching-learning process. The institution gives top priority to the state of the art infrastructural facility to enrich and facilitate effective teaching-learning practice.

At the beginning of the academic year, the requirement for replacement and updating of existing IT accessories and the purchase of new equipment is collected from department. The institute is very keen on upgrading internet bandwidth from time to time. Currently, internet bandwidth is increased to 50 Mbps to provide fast internet access. WiFi facility is provided to all faculty cabins. It is to be notable that a proposal to increase the bandwidth to 300 Mbps is under process.

Departments have scanners cum printers. The Exam branch has a high-speed multi tray scanner cum printer. A scanner cum printer is available in Principal, other higher administrative officials. A laser printer is available in the departments to take printouts. Computer labs with the latest software and Internet facility are available to the students.

Enabled Bio-metric Attendance System has been effectively implemented in the institution. CCTV cameras have been installed in all the prominent and required venues to achieve 24x7 campus surveillance. Since the IT field is continuously evolving at a fast pace, the dedicated Network team is focussed on upgrading the IT facilities so as to provide the best of the facility to the students.

The maintenance of computers, and installation of software are done by programmers whereas, hardware and internet related issues are handled by hardware and networking professionals.

File Description	Document
Upload any additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 6.33

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 4.91

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0.07	0.01	0.07	0.41	0.66

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institution has always been placing the students at the Centre of the teaching-learning process. The vision and the mission of the institution are to provide holistic knowledge to students.

Laboratories:

All laboratories are effectively used by the students as per their time table during the college hours and can also be availed even after the college hours. laboratories Attendance register, stock register, Invoice files and purchase bills are maintained for each laboratories.

The entry register is maintained to ensure the effective utilization of equipment. laboratories Assistants and supporting faculties are responsible for maintaining lab equipment.

Computers and IT facilities:

System Assistants is responsible for the maintenance of computers and IT facilities. They resolve the

issues related to IT facilities such as, hardware troubleshooting, software installation & updation, maintaining biometric devices, ICT facilities, printers, anti-virus installation, website maintenance, and other network-related issues. The complaints posted through E-mail are addressed and resolved immediately by Lab assistants under the supervision of system Assistants upkeep the efficiency of computers and IT accessories in the institution. LAN and WiFi are regularly checked by the network team. All the IT facilities are maintained by the Annual Maintenance Contract (AMC).

Library:

Librarian collects the requirement for a list of books, journals and other resources from all HoDs during the commencement of each academic year. The list is duly verified and approved by the Principal. Every year at the beginning of the session, students are motivated to get membership in different Journals. A suggestion box is installed inside the library to collect the opinion and suggestion from users to enrich the library resources. 'No dues' clearance from the library is made mandatory for the students before appearing in the exam in view of stock verification of books. Entry register for visitors (students and staff) is maintained to ensure the effective utilization of library resources. maintaining torn books are resolved with the help of the library committee.

Sports Facility Maintenance:

Physical Teacher maintains the sports facilities available in the institution. Stock Register and Issue Register are maintained to ensure the proper handling of the sports equipment. Stock verification is done on sports equipment at the commencement of each semester. The playground is maintained regularly under the supervision of the Physical Education Teacher with the supporting faculty.

Classrooms:

At the beginning of each semester the readiness of the classrooms, ICT facilities and furniture are verified by the Administrative Officer. Also, all the classroom amenities are verified and maintained periodically to uphold effective teaching-learning practice.

Electrical Maintenance:

Technical assistant is responsible for the maintenance of electrical equipment such as generators, UPS, and Batteries. The Contractor of MSEB analyzes, maintains and resolves the issues in electrical equipments at regular intervals.

Maintenance of other Infrastructural facilities:

Administrative Officer of the institution overseas the maintenance of buildings, classrooms, and Laboratories. He works with a group of dedicated supporting staff to upkeep the facilities in good condition. He also looks after the maintenance of other infrastructural facilities such as a playground, drinking water, parking areas, lawns, gardens, sewage treatment plants, whitewashing, restrooms, keeping campus maps and direction board, etc.

File Description	Document
Upload any additional information	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 34.46

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2018-19	2017-18	2016-17	2015-16	2014-15
17	23	5	20	52

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]

23-08-2022 10:27:40

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

    1. Soft skills
    2. Language and communication skills
    3. Life skills (Yoga, physical fitness, health and hygiene)
    4. ICT/computing skills

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 59.26

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	49	60

File Description	Document
Institutional data in prescribed format	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

    1. Implementation of guidelines of statutory/regulatory bodies
    2. Organisation wide awareness and undertakings on policies with zero tolerance
    3. Mechanisms for submission of online/offline students' grievances
    4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document]
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document]

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 17.93

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
12	08	0	16	16

File Description	Document
Self attested list of students placed	[View Document]
Institutional data in prescribed format	[View Document]

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 **Number of outgoing student progressing to higher education.**

File Description	Document
Institutional data in prescribed format	[View Document]

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	8	10	08

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	8	10	08

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

23-08-2022 10:27:40

Response:

The Institute creates a platform for the active participation of the students in the various academic and administrative bodies including other activities. This empowers the students in gaining leadership qualities, in following rules, regulations and execution of skills. Student Councils are actively participating and organizing various activities related to academics, co-curricular and Extra-curricular activities, with the guidance of faculty. They are providing great support to college related academic / administrative work with the help of other students and Parents . They are actively involving in motivating the students to participate in various activities conducted by the college. Students are encouraged to participate in co-curricular and extra-curricular activities in inter-college, inter-university and in National level competitions.

Institute has constituted various other committees to involve in different academic and administrative activities in campus apart from the Student Council. College is very keen in encouraging students to participate in various academic and administrative committees. It improves the academic and administrative capabilities of a student.

The various student and Parents council and representative committees in Dr.SSMP are:

1.Students' representation and engagement in Class Representative Committee (CRs) as Elected CR and Selected CR.

2.Students' representation and engagement in Alumni Activity committee as members.

3.Students' representation and engagement in Anti Ragging committee as representatives of students.

4.Students' representation and engagement in Committee of the elimination of anti violence and sexul abuse of women as representatives of students.

5.Students' representation and engagement in grievance redressal committee as representatives of students.

6.Students' representation and engagement in Library management committee as representatives of students.

7.Students' representation and engagement in SC/ST/OBC /MINORITY CELL committee as representatives of students.

8.Students' representation and engagement in IQAC as Student representative member.

9.Students' representation and engagement in Department Advisory Council (DAC) as Student representative member.

10. Parents' representation and engagement in Local management committee as representatives of Parents.

Various Clubs are:

S.No	Name of the Club	Categories

I.	Cultural Clubs	Singing Club, Drama Club and Dance Club.
II.	Literary Clubs Debate	Debate Club, Orators Club, Quiz Club and Poet
III.	Art Clubs	Painting Club, Rangoli Club, Mehandi Club
IV.	Sports & Games Clubs	Volley Ball Club, Foot ball Club, Cricket Club carom Club.
V.	Methodological Clubs	Mathematics Club,science Club,Geography C and Pedagogic Club.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

It is a matter of pride that alumni of Dr.SSMP have a strong placement record which explains that our former students occupy various key positions.

The Institution has a Alumni association to strengthen the camaraderie and network among the alumni, faculty and the management.

It conducts formal Alumni association meetings every year to re-unite with their friends, faculty members, and management, revitalize their memories and share In education trends & needs to the prospective graduates.

The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways. The institution has included our alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, Department Advisory Committee, etc.

Our Alumni play a significant role in Provide Career guidance, training services, and invited talk.

1.Provide Career guidance, training services, and invited talk.

2.Facilitating internships, School visit, campus interviews for students.

3.Extend the network of professional contacts.

4.Promotion of the institute's reputation in society.

5.Get real insight into the growth of the institution.

Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging new trends, etc.. Through networking platforms WhatsApp and website.

File Description	Document
Upload any additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Institute has vision and mission which are futuristic in nature. They satisfy the needs of society by providing quality education through leading-edge technology.

Vision of the Institution:

To promote academic excellence and professional ethics in teacher to face global challenges in 21st century.

Mission of the Institution:

Our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest knowledge with a cutting edge through high quality teaching research and extension activities leading to the generation of students who would provide leadership vision and direction to society.

Maintaining academics with global standards and ethics. The institution maintains qualified and experienced faculty in every department, with an intended faculty-student ratio, to make the students technically strong, compete globally and serve the Nation. Also, the Institution has a Placement Cell which strives for a good number of placements in reputed Local school. Teacher conduct National and State Conferences every year to enrich and promote research activities. All the departments have Advanced Centers and state of the art laboratories for enhancing Teaching-Learning and Research skills. The curriculum and mode of training are in tune with the needs of the students and current technologies. Humanistic values in education are upheld in the classroom & college activities.

Nature of Governance:

The Governance and Leadership of the Institution ensure that its Education operations are functioning well by nurturing the De-centralization and Participative decision-making process as the key factors. The governing body provides guidelines through the academic council to maintain high standards in imparting education by setting objectives relevant to policy, hiring quality professionals, rewarding the achievers, provide infrastructure, facilities and encouraging the best utilization of the resources. Principal along with overall administration motivates faculty, supporting staff and students to maintain a competitive and conducive academic environment.

Perspective Plans:

The Institution focusses its Perspective Plans for the upcoming academic years based on Quality in Education. Accordingly, decision-making process and quality planning are articulated keeping in view of Vision and Mission. The Principal and faculty design calendar of activities and the top management monitors its implementation providing the necessary support. The principal monitors the implementation of

the following functionalities.

1.Improve the performance of students in University Examinations.

2. Participation of staff in National or International seminars and conferences.

3. Develop school and educational institution partnerships and research and development activities.

Participation of Teachers:

Teachers play a major role in the decision-making, planning, implementation, perform the academic and administrative functions in various committees of the Institution. IQAC collects inputs of faculty from these committees while making strategic academic planning as the teacher is the key executor of it. Teacher also holds responsibility for examining and assessing the students in a transparent way and in time with adherence to regulation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Institution practices de-centralization and participative management. Decentralization and operational transparency are the features of the institute.

The institute having been a support for participative management achieved it involving faculty and students. Thus it formed policy of participative management as it forms part of democratic governance. The Governing Body considering the same as a quality promotional policy for the improvement of the institution has accorded to its approval.

The institute works as per the rules and regulations framed by SRTMUN and governing Body in designing and implementation of the quality policy and plans. The Principal is the Head of the institution and is empowered with sufficient authority and power delegated from the management for smooth functioning of day-to-day activities. Under the direct supervision of Principal all the departments of the institute function. Day-to day academic activities of the departments are taken care by the Principal. The Principal, as a representative of the institute, leads its faculty members and Principal in all academic matters. He encourages and co-operates the The Principals and faculty members in ensuring a proper academic environment in the institute which may benefit the students.

The plans and the policies for fulfillment of the mission of the institute are executed by the active involvement of the college authorities, along with all the faculty members. For this purpose, different committees have been constituted in the institute, who has been entrusted with the responsibility of implementing the programmes and policies. Efforts are regularly being made by the authority to create ample environment and suitable platform for all round development of the students.

For the proper functioning of the institute and promotion of participative management, the institute runs on a de-centralized management operative process, wherein different committees have been framed by the Principal in the governance of the institute. Such de-centralized and participative management leads to a situation of harmony and congenial atmosphere in the institute for the development of the students.

A number of committees have been constituted by the Principal to run the institute properly and smoothly. Principal, along with the faculty and the staff are being involved in the process of decision making and its implementation. Principal always welcomes the suggestion and proposals of the committees and transforms them to applicative practices in the institute. The In Charges of different committees including extra curricular student-centered and student-supporting activities as well as co-curricular activities have operational autonomy.

The institute has an Internal Quality Assurance Cell, which includes members from various stakeholders. IQAC meets at regular intervals and plays an important role in the implementation of its plans and policies.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The perspective and strategic plan is made by institution to fulfill requirements of school and society by providing quality education to produce technically competent Teacher and Managers to serve the nation. Student's progression towards technical and social excellence is achieved with well established infrastructure. Institute has developed a strategic plan of establishing IQAC in 2014 for ensuring quality in teaching and learning, Enhancing educational institute interaction, promotion of research in staff, Promotion of Research and development, NAAC Re-accreditation by 2020.

Successfully Implemented:

IQAC:

According to the strategic plan which is in line with vision of our institution, IQAC was established in the year 2014-15. In our institute all major tasks related to teaching learning, academic and administration planning, implementation is being monitored by Internal Quality Assurance Cell (IQAC).

IQAC has made constant efforts to shift from the traditional teacher-centric approach to a student - centric approach. Some of the initiatives taken are:

1.Periodical review of teaching- learning process.

2.Monitoring student academic progress.

3.Adapting to student centric, ICT enabled and interactive teaching-learning methods.

4.Prominent academicians from reputed institutions were invited for guest lecturers on advanced topics.

5. Organizing expert sessions on various teaching-learning and pedagogic methods.

6. Organizing faculty enrichment programmes.

7.Internal Quality Assurance Cell (IQAC), Dr.SSMP conducts Academic Administrative Audit at regular intervals. Based on Academic Administrative Audit report, suggestions are given to concern for improvement based of the discrepancies found during audit.

Training and Placements:

To offer variety of training modules to suit higher education or perspective career. To continuously provide mentoring with experts from College to appraise of the College demands relevant skill set. The core departments shall offer training in Professional domains. Some of the initiatives taken are:

1.Webinar training was started from 2017-18 onwards.

2.Student internships through Placements department.

3.Online assessment through placements department.

4.Organized special awareness and training for teacher.

5.Technical domain training through placements department.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

With the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical sets up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage.

Dr.Shivling Shivacharya Maharaj Pratishthan's College of Education has been established in 2008 under Dr. Shivling Shivacharya Maharaj Pratishthan. It has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution.

The over-all structure of the Institutional Management is categorized as "ACADEMICS" and"ADMINISTRATION". Keeping in view all the stakeholders more on students an effective administrative system is structured.

The Institution has constituted various committees at institute and department level for the effective functioning of the organization. The objectives and functions of the committees are organized as per the guidelines of the head of the institution.

Institute Level Committees:

1.NAAC Committee.

2. Admin Committee.

3. Academic Committee.

4. Library Committee.

5. IQAC for Academic Audit Committee.

6. Repair and Maintenance Committee.

7. Infrastructure Procurement Committee.

8. Placement Committee.

9. Alumni Activity Committee.

10. Examination Cell Committee.

11. Internship Committee.

12. Bridge Class Committee.

13. Discipline Committee.

14. Anti-Ragging Committee.

15. Competitive Cell Committee.

16. Women grievance Cell.

17. Student Grievance cell Committee.

18. Admission Committee.

19. Environmental Protection Committee.

20. Swachh Bharat for Clean Campus.

21. Electrical Maintenance & Disaster Management Committee.

File Description	Document
Upload any additional information	[View Document]()
Link to Organogram of the Institution webpage	[View Document]()

6.2.3 Implementation of e-governance in areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	[View Document]()
Institutional data in prescribed format(Data template)	[View Document]()
Any additional information	[View Document]()

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institution is taking many welfare measures for all the teaching & non-teaching staff as they are the backbone of the institution. Few of the welfare measures are listed below:

Welfare measures for Teaching Staff:

1.As per the norms of NCTE,Pay commission recommendations are implemented.

2. Group insurance is provided to all the Teaching staff members.

3. Free Transportation to all faculty members.

4. Additional Increments for Teaching Staff blessed with baby girl.

5.The faculty is honoured with an incentive in the form of cash for various distinguished merit activities in the field of academics and research.

6.10 days of sabbatical leaves will be sanctioned with full pay to the teaching staff for attending Workshops/Conferences / who have registered for / pursuing to attend the Ph.D. work.

7. days Special Leaves with pay for newly married staff.

8. 6 months Maternity Leave.

9. Medicines are available in the college for minor ailments.

10. College organizes free and periodic health checkups.

11.Sanction 2nd class TA and DA for out station conferences and symposiums, in deserved cases.

12.Provide incentive of Rs.10000/- to authors who published standard text books.

13. Free mobile facility for eligible selective staff members.

14. Free mobile facility for all staff members.

15. Sports facility inside the campus.

16. Yoga facility (regularly yoga meet for staff to reduce the stress).

17.Grievance Redressal cell for solving all the faculty concerns.

Welfare measures for Non-Teaching Staff:

1.Service, Conduct and Leave Rules are made available in the institute website.

2. Group insurance is provided to all the Non -Teaching staff members.

3. Concession in Transport fee to the staff.

4. Medicines are available in the college for minor ailments.

5. College organizes free and periodic health checkups.

6. Uniform is provided for supporting staff.

7. Maternity, Medical leaves / vacation is sanctioned for the required staff.

8. Free mobile facility for all staff members.

9.Sports facility inside the campus.

10.Yoga facility (regularly yoga meet for staff to reduce the stress).

11. Grievance Redressal cell for solving all the faculty concerns.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 40

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	0	2	5

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 0

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Dr.Shivling Shivacharya Maharaj Pratishthan's College of Education has the performance Self appraisal system to assess the progress and potential of staff members. The self appraisal form is filled by the staff member concerned for the appraisal. It is further assessed by Principal based on the below given Performance Indicators:

S. No.	Performance Indicator (PI)	
1.	Result Analysis	
2.	Student's Feedback	
3.	Conferences / Workshops attended	
4.	Research Areas	
5.	Contribution to the college	
6.	Contribution to the dept.	

These are the parameters that are helping the college management to evaluate the teaching staff for the Self appraisal system which is done every year by the faculty member.

Non-teaching staffs performance is assessed using the below-given Performance Indicators for their yearly appraisals.

S. No.	Performance Indicator	
1.	Knowledge of work	
2.	Communication	
3.	Team Work	
4.	Decision Making/Problem Solving	
5.	Punctuality	
6.	Leadership	
7.	Change Management and Improvement	
8.	Responsiveness	
9.	Dependability	
10.	Code of Conduct	
11.	Monitoring the cleanliness of laboratory	
12.	Maintenance of Lab equipment	
13.	Updating of stock registers	

Based on the above PIs, the score for an overall appraisal is calculated as outstanding/Very Good/Good/Poor based on which increments and incentives are decided.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Dr.Shivling Shivacharya Maharaj Pratishthan's College of Education has an extensive account audit process. The College conducts internal and external financial audits annually. The institution has a Finance section in its administrative setup which maintains and audits the financial statements regularly. All the expenses made by the institute are audited by internal and external audit. The institute has specialized accounts and audit team who conducts the internal audit regularly. The internal audit is supervised by the Accounting and Auditing Committee and submitted to the certified Chartered Accountant.

Furthermore the Institute's accounts are routinely audited by a chartered accountant in compliance with government rules. The external Certified Charted Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly. The institute utilizes its resources in its optimal format. The college embark fund for various head. The best alternative is opted. If additional expenses surpass the budget proposals, the governing body takes special measures.

If any observations / objections are reported in the audit report submitted by the external auditors. Such complaints are investigated by the institute's separate committees consisting of the department of accounting, the internal auditor, the department head concerned and any other member nominated by the director. If required to finalize the Institute's compliance report, a draft report will be presented in front of governing council.

The audit team also checks stock reports and conducts Library audit, Institute Works Department audit and analysis of the entire Institute's Project Expenditures. The Last External Audit was conducted in 26th June 2019 and a positive audit report was given by the firm.

Last Five year Audit Report

Year	Date of audit Report submitted	
2014-15	14/07/2015	
2015-16	20/10/2016	
2016-17	12/05/2017	
2017-18	30/05/2018	
2018-19	21/06/2019	

File Description	Document
Upload any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The mobilization of funds is an important aspect to maintain quality education in the institution. The majority of the financial needs of the institution will be fulfilled by tuition fees paid by the students. The mere tuition fee from the students is not sufficient to meet the standards. The trust Gives financial support every year.

The institution follows a well-defined mechanism for monitoring the effective utilization of the financial resources for academic process and infrastructure development. The budget for every year is proposed by the finance committee after taking into consideration the requirement of each department. After getting approval from the principal and governing body on the proposed budget, the finance committee will ensure the effective utilization of the allocated funds.

Optimal Utilization of funds can be done as follows:

1.Conducive academic ambience.

2. Constant encouragement for Educational development.

3. Thrust for research and publication and various staff welfare schemes.

4. Environment-friendly campus with facility for rainwater harvest, segregation of wastes and diverse flora promotes natural resources conservation.

5.Preparation of budget for every department enables the institution in the effective use of allotted funds and avoids the mis-management of funds.

6.Conducting various training programs for faculty and students, academic activities and fests.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Internal Quality Assurance Cell was started in the year 2014 to monitor the quality of services being provided by the institution to its stakeholders. An IQAC committee is formed and approved by the governing body to take care of Quality assurance strategies and processes. The Institute's existing policies on academic and administrative systems are in respect of the process of teaching-learning and evaluation system, academic performance, faculty recruitment and training/qualification enhancement, are initiatives of IQAC. IQAC has contributed significantly to continually improve the infrastructure, enhance the faculty competencies, and empower the students to become employable.

Two examples of best practices institutionalized as a result of IQAC initiatives are:

1.Faculty Development Programs:

Faculty Development Programs is one of the initiatives of IQAC for improving the quality of the faculty in various aspects. Faculty development is a process to improve their skills in the following areas: (1) Teaching and Learning, (2) Out Come Based Education, (3) Research and Development, and (4) Personality Development. Institute has been organizing Faculty Development Programs throughout the academic year in two levels, i.e. first one at institute level common FDPs for all the department faculty members and the second one is at department level FDPs for department faculty members on their specific areas. Faculty Development programs help to strengthen the professional and administrative skills of the faculty members which leads to quality enhancement of the institute.

2. Pre-Placement Training(PPT):

Pre-Placement Training is also one of the notable initiatives of IQAC, to enhance and improve the employability skills of students. As part of PPT, all the students have been trained in various skills such as communication skills, Aptitude skills, Reasoning skills, Leadership skills, and technical skills.

This institution offers a long term Pre-Placement Training (PPT) to all 2nd year students from the beginning during their regular classes where 2 hours' time is allotted for training in a week. For final year students, special advanced Pre- Placement Training (PPT) is provided for 2 weeks in semester vacations which help them to gain confidence in the upcoming placements.

The outcome of Pre-Placement Trainings(PPT):

1.To ability to communicate effectively with co-workers, employers.

2.The Training & Placement Cell of Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education strives hard to provide adequate training and finally place them in Schools and Colleges.

3. The Cell ensures that all our students are placed in reputed Schools and College with handsome packages.

4. The Placement cell along with the Training Department organizes sessions and workshops with School and College experts that help the students get an insight in to the demands and needs of the Society.

5.Top Recruiters like Yeshwant HighSchool, Ahmedpur., Saneguruji Vidyalaya,yestar. ,Bapuji Vidyalaya,Rokada Savargaon., Santiniketan Vidyalaya, Mulki Omerga., Mahadev Vidyalaya,Dhanegaon,. Kilbil National School, Ahmedpur., Vidyawardhani National School, Ahmedpur. and Christ International School, Ahmedpur etc. have visited our campus for selecting candidates.

File Description	Document
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Continuous development is attempted through IQAC.

At periodic intervals. It is responsible for directing, developing, providing and implementing guidelines to review curricular, instructional, teaching and learning materials. Latest teaching aids, techniques, activities, assessment tools and methodologies are used to enhance overall functioning to achieve goals of the Institute.

Two examples of institutional reviews and implementation of teaching learning reforms are outlined below:

1.Continuous Assessment System.

2.Student Feedback on Teaching and Learning Process.

1. CONTINUOUS ASSESSMENT SYSTEM:

To assess and keep handly records of student's performance, the methodology of maintaining continuous

assessments sheets (CAS) in the form of Teacher's Diary-Academic was developed and implemented. Initially Policies were framed for continuous assessment to initiate formative assessments and provide opportunities of success to students continuously. The strategies developed and policies framed time to time were laid down on Teacher's Diary-Academic which was distributed among all faculties in the beginning of each Academic year. It provides the excellent way of disseminating all policies framed for students and staffs performance monitoring. All teaching and learning activities were recorded, assessed and reviewed by checking records of these Teacher's Diary-Academic continuously. It reflected number of lectures, practical's, expert lectures and other co-curricular activities conducted by faculty, students attendance and continuous assessments. Students and faculties were regularly monitored based on this Depending upon the outcome achieved and the need raised; the policies, methodology, mode of Teacher's Diary are being upgraded from time to time. It also gives ideas of periodical reformations occurred in assessment tools, techniques and methodologies used for evaluating faculty and students performance.

2.STUDENT FEEDBACK ON TEACHING AND LEARNING PROCESS (TLP):

Student feedback on department performance is done through comprehensive performance systems and the feedback is communicated to all concerned. Students appraise the department through a structured format on a variety of parameters. Based on the feedback the institution updates academic programmes and value added programmes most relevant to the current requirements.

Institute has adopted two structured mechanisms to continuously review the teaching learning process are:

Student feedback on TLP:

Student feedback on TLP has been collecting just before the end-semesters and suggestion/appreciation letters will be issued to the faculty regarding feedback. This feedback has seven metrics (attributes) are as follows:

1.Planning and Organization.

2.Presentation.

3.Communication.

4.Student Participation.

5.Class Management.

6.Assessment of the Students.

7.Overall Rating.

Student feedback has been collecting from students' at beginning of the semester. Feedback analysis has been preparing based on the data and suggested accordingly.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity & sensitization in curriculum:

The course on "Gender, School and Society'' was introduced by the affiliating university SRTMUN as a compulsory course with four credits in I year.

Learning Outcomes of the Course :

1.Student teacher gets acquainted with the critical analysis of gender.

2.Student teacher describes the manner in which race, class, gender and sexuality intersect.

3.Student teacher becomes aware of Women's and People's experience in culture context both.

4.Student teacher understands the role of gender and sexuality in social justice movement around the world.

5.Student teacher describes how theories reflect the historical and cultural context in which they emerge.

Gender equity & sensitization in co-curricular activities:

The following Gender equity promotion programs organized by the institution during the last five years:

1.Sports and Games competitions for girls.

2.Various club activities like Cultural programs, Dandiya & Fresher's day, International Women's Day, Painting competition, Makar Sankranti Celebrations, Plantation, yoga etc.

Facilities for women on campus:

The following Specific facilities provided for women :

Safety and security:

Surveillance CCTV cameras are installed in the campus for monitoring students' movements into and out of the college. The security personnel are deployed across the college premises for any kind of security incidents/issues and offers strict vigilance. Helmets are made mandatory to enter/leave college campus. Fire extinguishers are available in all Laboratory . Regular check on fire extinguishers is taken care by administration department. Anti-Ragging committee will ensure that campus is free of ragging. The Anti-Ragging squad regularly monitors at scheduled timings in different places to make the campus Ragging-

free. The college also has Anti-Sexual harassment committee to address issues if any. Any sort of complaint can be lodged either through online or complaint box provided at the Principal's office.

2. Counselling:

Counseling is arranged by the college for girl students in three major areas i.e. Counseling related to academics, career and behavioural patterns. The counsellor counsels the student on issues like personal, psychological, emotional problems and difficulties. It helps them to deal with stressful or emotional feelings and to inculcate the positivity in them.

3. Common Rooms:

Separate Common rooms are provided for boys and girls. Rooms are provided with necessary facilities like first aid box, rest room, cots, beds, mirror, chair, table, washbasin, dustbin, etc.

4.Day care center for young children:

Child care is one of the most effective ways that colleges can help their employees in completing their work without being worried about their child's welfare. Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education provides an on-campus care center which is much less affordable and high in quality. Over the years, Dr. Shivling Shivacharya Maharaj Pratishthan's College of Education has maintained the day care with essential products and services. Many departments in the campus have used this resource of BIET Day Care Centre.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Inspired by "Swachh Bharath", a flagship initiative of Government of India, the college took several initiatives to properly dispose waste and maintain eco-friendly environment in and around the campus. Appropriate labelling is used on all kinds of bins to help users discard various types of waste avoiding manual segregation.

Solid waste management:

Institute practices the segregation of Solid Waste and its effective management in the campus. The collected waste is segregated at the source of the generation. The waste bins are placed separately for dry and wet waste at every corner of the corridor, wash rooms and common room. The dry waste bins are also placed in laboratories, library, classrooms, etc. The dry and wet waste is handed over to municipal waste collection agency for further treatment. The dry & wet waste is collected and dumped in the biogas plant of BIET to convert waste to Energy.

Liquid waste management:

The institute practices segregation of waste water into water from wash rooms and water from laboratories. Liquid waste from the wash rooms is conveyed to the Municipal drain and waste water from laboratories is disposed off into closed collecting tank after neutralizing the chemicals etc. Liquid waste from the canteen & the wash rooms is collected into pools, recycled using four beds filtration method will further be used for watering the gardens.

Bio-medical waste management:

The institute is not involved in any clinical experiments directly hence no bio-medical waste is generated.The condemned batteries and damaged computers are disposed through outside agencies. Obsolete computers and other electronic gadgets are sold to recyclers. E-waste generated is given to the authorized dealers who purchase the scrap and reuse the useful components. Apart from this, the electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble, which help in application oriented learning. The low configured computers are donated to nearest schools.

Waste recycling system:

It handles the liquid wastes and makes it suitable for reusing. Recycled water is used for toilet flushing and

gardening. The artificial water ponds within the campus serves as a reservoir for rain water harvesting and it helped in preventing water logging inside the campus during summer. All buildings have been provided with rain water harvesting systems complying with the State Government Regulations.

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: D. 1 of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institute is located at Ahmedpur By the river which spreads over 2 acres of lush green campus enveloped with serene beauty and environment. Over 100 strength of students along with about 9 faculty members come from various cultural backgrounds who carry forward their rich cultural diversities.

The institute adorns a festive look to celebrate Ganpati, the state festival of Maharashtra.Many competitions such as 'Rangoli' and 'Dance festival' display the enthusiasm and teamwork of the faculty. Themes based on the role of agriculture are chosen for Rangoli competition. Many departments such as physical education and human resources department work in collaboration for the benefit of the institution and conduct various competitions for the faculties and students in the campus.

The institute takes extra efforts in providing an inclusive environment for all the students and employees. Tolerance and Harmony to cultural, regional, linguistic, communal socio-economic and other diversities is best achieved by the major events like Holi, Krishna Janmashtami, Makar Sankranti, Ashadhi Ekadashi, Shivaji Jayanti, Dussehra, Ganesh Chathurthi and Cultural Fest at Institute levels. Students have formed various clubs at the campus levels which also support and propagate the idea of diverse cultures.

Institute organizes annual cultural gathering for the students. In it students take part enthusiastically. This is usually a Two Day event, comprising of sports activities like Volleyball, Kabaddi, Cricket, Long jump, Athletics & Shotput and Cultural Activities like Rangoli, Floral Decoration, Fashion Designing, Debate, Elocution, Essay competition, Poetry, Quiz, Antakshari, Fish pond, & Vishesh Gun Darshan, Singing Competition, Dance Competition etc. "International Yoga day" is being celebrated every year.

Ganesh Chaturthi, we all know that this festival is celebrated in honor of Lord Ganesha. Preparations begin two days in advance with various themes planned. The floor is adorned with colorful rangolis, while the hall is adorned with flowers.Since there are sweets, music, colors, traditional customs, Ganesh Pooja is celebrated with great enthusiasm and fun. As soon as the priest performs the pooja, the music club performs a melodious Ganpati song. There was a delicious lunch organized to take care of everyone's taste buds. Pooja symbolizes the festive spirit in the Dr.SSMP family.

File Description	Document
Any other relevant information.	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The Institutional values are Integrity, Student Centric, Ethics & Dignity, Transparency Professionalism and diversity and are displayed on website and at various places in the Institute. Keeping the value system of the institute at center the peripheral processes are designed and special attention is given to proper facility to differently abled people. International Institute of Management Studies believes in equality in all respects. We have the active Dr.SSMP Club, working under Rotary Club Ahmedpur. The club actively conducts various events and activities in the direction of Social welfare. The activities are performed in collaboration with the local people to address local issues faced by the community. Our Institute conducts various events to increase consciousness about the national identities and symbols, fundamental rights, human values, professional ethics. The institute promotes awareness towards universal values like national values, human values, national integration, etc. We celebrate national festivals and birth and death anniversaries of great Indian personalities like, Gandhi Jayanti, Youth day, Teacher's day.

T he Institute takes pride in the fact that apart from preparing a sound academic foundation of the student community; the Institute constantly works upon to develop them as better citizens of the country. In this regard, the Institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various Departments have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our motherland. The Institute ensures that the students participate very enthusiastically in all such activities. Since the last five years, the Institute has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1. National Identities and Symbols:

The Institute has always taken various direct and indirect steps which promote the awareness about various National Identities and Symbols. The Institute celebrates the Independence Day & Republic Day with great pomp and vigour. The Faculty organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and Ideals.

2.Fundamental Duties and Rights of Indian Citizens:

The Institute has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students have enthusiastically participated in various programs like:

1.Academic programs like Seminar, Conferences, Expert talks, etc.. which have enriched the awareness about this aspects.

2.Various activities like poster making competition, etc.

3.Organizing Annual Competitions on various contemporary legal issues.

4.Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

3.Constitutional Obligations:

The Institute has organized student centric activities like paper, poster & essay competition through Club Activities which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

File Description	Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Institution organizes every year various national and international commemorative days, events and festivals:

1.New Year Day-01st January.

2.Girl Day-03rd January.

3.National Youth Day- The birthday of Swami Vivekananda-12th January.

4.Republic day- 26th January.

5.National Science Day-28th February.

6.Global Women Day-08th March.

7.World Environment Day- 5th June.

8.International Day of Yoga – 21st June.

9.Agriculture Day-1st July.

10.Independence Day- 15th August.

11.Teachers Day – Dr.Sir Sarvapally Radhakrishnan's Birth Anniversary- 5th September.

12.Literacy Day-8th September.

13.Hindi Day-14th September.

14.Marathwada Freedom Battle Day-17th September.

15.World Students' Day- Dr.APJ Abul Kalam Birth Anniversary- 15th October.

16.Human Rights Day-19th October.

17.National Education Day- Sri Maulana Abul Kalam Azad Birth Anniversary –11th November.

18.Child Day-Shri.Pandit Jawaharlal Nehru Birth Anniversary Day- 14th . November.

19.Global World's AIDS Day-01st December.

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Two best practices implemented vigorously by IQAC are:

Best Practices-1

Title :-To give information about ICT to Highschool teachers.

Objectives :

1.To make awareness of the importance of ICT to the teachers.

2.To give information ICT equipments to teachers.

3.To utilize ICT tools to the teachers.

Need :

Todays world is the era of information and technology. It is very essential to us ICT for school teaching to make teaching modern & effective. With the reference of ICT & daily use ,students get current information & make themselves updated. ICT makes teaching and learning effective as well as interesting.

Practice :

Student teacher used ICT knowledge which they have learned from workshops taken at B.Ed .College .They have used their knowledge.In their daily practical knowledge .In this Practical the information collects about those teacher who have not use ICT in their daily teaching ,then we will provide information related to ICT practice and tell them the importance of ICT.The use of ICT tools has shown directly to the teachers.

Evidence :

With the use of ICT in school environment, it creats good educational atmosphere at school. Annual result increased with good quality. Student attendance increased. Teachers confidence in teaching increased.

Resources :

All equipments of ICT,Computer Lab,LCD Projector,Printer & Scanner.

Best Practices-2

Title :- To Organise Competitive Exams for student.

1.To create interests among students about competitive exams.

2.To organize Competitive exam for students.

3.To increase general knowledge among students through competitive exam.

Need :

Now a days competitive exams are essential in every field. Without full and proper preparation. One cannot get good marks in these exams. So we have decided to organize competitive exams.in our college to built confidence among students.

Practice :

The Nature of Competitive exam would explain by experts to college students. We have make aware of school students. About competitive exam.through college students. Every year we had held a tahasil level /Block level competitive examsfor school and college students. We had make encourage to student to participate in this exams. We organize competitive exams free of cost /with any entrance fees to make more participants after exam.we felicitate qualified & highly achieved students in this exam. We had get tremendous response for competitive exams.

Evidence :

We prepare Questionnarie as MPSC Level to make aware about it. The results of this project seen in scholarship exams held at 5th & 8th level exam. Students have shown their interests in various types of competitive exams like MTS,NTS,Manthan,Talent Search Exam after this competition .Scholarship holder student increased after this competition.

Resource :

1.Various competitive books for practice.

2.Question Bank for competitive exams,we provided to students.

3.LCD Projector for explanation.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctive Feature:

Holistic professional development through Art of living Clubs:

The main objectives of holistic education are learning about oneself, developing healthy relationships and positive social behaviours, social and emotional development, resilience, and the ability to view beauty, experience transcendence, and truth. Holistic education notes that students need to not only develop academically but develop the ability to survive in the modern world. They need to be able to rise and face the challenges presented to them in the future and contribute to the world in which they live. Students need to learn to first value themselves, their worth, and recognize their abilities and how to be able to do what they want in life.

With this perspective of sensitizing them to the needs of the society, we have established 5 clubs into five categories including social clubs during the first year of every Student offered in the institute.

 Clubs both cultural and social, help in grooming the students as socially responsible citizens. Clubs offer a fun means of developing and honing leadership skills and the ability to work collaboratively. Club activities to engage in a rich variety of opportunities to distinguish one-self while enjoying the communion of fellow students who share the same passion and interests.

These clubs function on every Saturday in the afternoon sessions.

S.No	Professional Clubs	Categories	
I.	Interdisciplinary Clubs	Hindi	
		English	
		Science	
		Mathematics	
		History	
		Geography	
		Commerce	
II.	Cultural Clubs	Singing Club	
		Musical Club	
		Drama Club	

		Dance Club	
III.	Literary Clubs	Debate Club	
		Toast masters Club	
		Quiz Club	
		Poetry Club	
IV.	Art Clubs	Painting Club	
		Photography Club	
		Rangoli Club	
		Mehandi Club	
		Pottery Club	
V.	Sports & Games Clubs	Basket Ball Club	
		Chess Club	
		Volley Ball Club	
		Foot ball Club	
		Cricket Club	

The objectives and recent activities are available on the college website and a link to the website is provided below.

Additional Information :

1.College has got 83 University Ranks for academic excellence.

2. Qualified Teachers and Heads of Departments.

3. Increase collaborative linkages with other institutes for teaching and Innovation.

4. Strengthen formal feedback from students for quality improvement and analytic evaluation of teachers for improvement in quality of teaching.

5. Counselling cell to be strengthened: counselling services available on campus.

6. College has made its mark in cultural, & fine arts activities.

7. Developed & maintaining a college park as a green initiative.

8. Planted more than 1000 samplings in school campuses at rural area.

9. Special scholarships are offered by management for children.

10. The Principal Elect on SRTM University senate member.

11. Trustee Elect on SRTM University senate member.

Concluding Remarks :

Dr.SSMP is the flagship institute of the Society. The foundation of Dr.SSMP was laid with the vision of providing National class professional education in the field of Management under the umbrella of Dr. Shivling Shivacharya Maharaj Pratishthan. Dr.SSMP started in 2008, is a Teacher Training Institution which believes in working 24x7x365.

The institute aimed at creating physically fit, mentally robust and professionally competent individuals, who are capable of assuming their rightful place as leaders in the Society to achieve its this vision,the institute does not let any stone unturned. Ample importance is given to the curriculum aspects, being one of the most important aspects of educational institute's workings.

The institute has a mechanism in place to cater to the students coming from across the country. Due to importance is given to design, revision and effective delivery of curriculum in most efficient manner.Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

The process of preparation of the Self Study Report of Dr.SSMP for 'NAAC' inspection has given an opportunity to assess the quality of academic and administrative practices.

 The utmost co-operation and camaraderie extended by the faculty of all levels for collecting documentary evidence and data have strengthened and proven the team spirit.

The contribution of the 'NAAC' steering team, IQAC cell, and all the faculty members who have helped directly or indirectly in developing the SSR is gratefully acknowledged.

The institution is looking forward to the 'NAAC' peer team visit not only to showcase our educational excellence but also to receive suggestions to further tune up the system.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

1.College has got 83 University Ranks for academic excellence.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per clarification documents provided by HEI , DVV input is recommended.
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS/ Elective course system implemented.** Answer before DVV Verification : 8 Answer after DVV Verification: 01
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>50</td><td>45</td><td>11</td><td>49</td><td>100</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>50</td><td>45</td><td>11</td><td>50</td><td>60</td></tr></table>2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>100</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>100</td></tr></table>

	Remark : As per clarification documents provided by HEI, DVV input is recommended accordingly.
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** Answer before DVV Verification : 9 Answer after DVV Verification: 7 Remark : As per clarification documents provided by HEI in extended id 3.1 Total no of teaches cannot be note than. DVV input is recommended accordingly
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Remark : As per clarification documents provide by HEI, DVV input is recommended accordingly

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 46 Answer after DVV Verification: 51
3.2.1	**Number of papers published per teacher in the Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers in the Journals notified on UGC website during the last five years.** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 3 | 2 | 0 | 0 | 0 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : There is no relevant data provided by HEI and links are not working and relevant,, Hence DVV input is recommended accordingly

3.2.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.2.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	0	0	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	0	0	0	5

3.3.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.3.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.3.4	**Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	49	99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : There is no relevant data provide by HEI, DVV input is recommended accordingly.

3.4.1	**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

Remark : As per SOP, one collaboration should be considered once, dvv input is recommended accordingly.

3.4.2	**Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	5	0

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class,**

LMS, etc. *(Data for the latest completed academic year)*

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**
Answer before DVV Verification : 3
Answer after DVV Verification: 2

Remark : As per clarification documents provided by HEI, dvv input is recommended.

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
100000	100000	100000	100000	100000 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0 | Remark : Rent will not be considered under this metric, based on that DVV input is recommended accordingly.
---	---
4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
20690	20375	27120	23084	18120	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.20690	0.20375	0.27120	0.23084	0.18120

Remark : Values should be entered in Lakhs.

4.4.1 | **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
319489	398845	382768	375461	513654

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.07	0.01	0.07	0.41	0.66

Remark : As per clarification documents provided by HEI, DVV input is recommended accordingly.

5.1.4 | **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	49	99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	49	60

Remark : Number of students considered here could not be more than total number of enrolled students considered at EP 2.1

5.2.1 | **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	08	0	14	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	08	0	16	16

5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	8	10	08

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	8	10	08

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	8	10	08

Remark : HEI has not provided the details of number of students appearing in state/ national/ international level examinations , recommended DVV input in 5.2.3.2 is based on the input of 5.2.3.1

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	45	11	50	99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Remark : Under this metric Events cannot split into the activities i.e. activities conducted under an event should be counted as 1. DVV input is recommended accordingly.

7.1.4	**Water conservation facilities available in the Institution:**
	1. **Rain water harvesting**
	2. **Borewell /Open well recharge**
	3. **Construction of tanks and bunds**
	4. **Waste water recycling**
	5. **Maintenance of water bodies and distribution system in the campus**
	Answer before DVV Verification : C. 2 of the above
	Answer After DVV Verification: D.1 of the above
7.1.5	**Green campus initiatives include:**
	1. **Restricted entry of automobiles**
	2. **Use of Bicycles/ Battery powered vehicles**
	3. **Pedestrian Friendly pathways**
	4. **Ban on use of Plastic**
	5. **landscaping with trees and plants**
	Answer before DVV Verification : A. Any 4 or All of the above
	Answer After DVV Verification: D. 1 of the above
	Remark : As per the documents provided by HEI option 1 is considered.
7.1.7	**The Institution has disabled-friendly, barrier free environment**
	1. **Built environment with ramps/lifts for easy access to classrooms.**
	2. **Divyangjan friendly washrooms**
	3. **Signage including tactile path, lights, display boards and signposts**
	4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
	5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

	Answer before DVV Verification : C. 2 of the above
	Answer After DVV Verification: D.1 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
01	01	01	01	01 | Answer After DVV Verification: | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
24	24	24	24	24	
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
24	24	24	24	24 | Answer After DVV Verification: | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
01	01	01	01	01	
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
50	45	11	49	100 | Answer After DVV Verification: | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---	

| 95 | 56 | 60 | 109 | 60 |

| 2.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	23	5	20	52

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	25	25	25	25

| 2.3 | **Number of outgoing / final year students year-wise during last five years** |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	42	11	49	86

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
49	49	11	49	99

| 3.1 | **Number of full time teachers year-wise during the last five years** |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	07	07	07	07

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	07	07	07	07

| 4.2 | **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3796624	3796753	3593478	4528327	4344400

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 3.01 | 3.36 | 3.57 | 3.75 | 7.29 |

4.3	**Number of Computers** Answer before DVV Verification : 16 Answer after DVV Verification : 15
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 16 Answer after DVV Verification : 15