SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BALIRAMDADA BANSODE SHIKSHANSHASTRA MAHAVIDYALAYA CHALE

A/P-CHALE TAL PANDHARPUR DIST SOLAPUR, MAHARASHTRA, PIN-413304
413304
www.bbsmcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SSVBSPM's Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. It is located in Pandharpur taluka of Solapur district in Maharashtra State. Our College is unaided and provides co-edcation for men and women. It is the ideal place of teachers' educaton in rural area.

Vision

To empower the youth of our rural community with knowledge, skills, and character, creating a future generation that thrives in harmony with nature and excels in a globally competitive world.

Mission

To provide accessible and quality education, nurturing a spirit of curiosity, creativity, and social responsibility. We aim to instill values of integrity, resilience, and community engagement, ensuring our students become agents of positive change in their lives and the world around them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Governance

Faculty

Transparency

Examinations and Evaluation

Library

Infrastructure

Inclusiveness and Diversity

Institutional Weakness

Lack of Research

Lack of Adequate Supporting Staff

Lack of Advanced Facilities for the Differently Abled and Transgender Students

Lacl of government funding

Not a Residential Campus

Institutional Opportunity

Geographical Advantage

Employment Opportunities

New Education Policy

Access to Academic Facilities

Institutional Challenge

Availability of funds

Unable to Design and Implement New Programmes

Lack of Adequate Government Funding

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college has a regular in house practice of planning, revising curriculum and adapting it to local context with the university guidelines. At the institution level, the curriculum planning and adoption are seen as collaborative effort. Focus is even kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). As per university norms, curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available. We even offer a value added

course and in future intend to introduce more value added courses. Our students are always **encouraged and facilitated to undergo self-study courses through online/offline** mode. **Curriculum of the Institutions is provided by the university and it offers opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Our college** familiarizes students with the diversities. We follow the curriculum in a way that gives students a variety of learning opportunities. To achieve this goal, the following steps are taken to provide students with professional preparation in acting. The College uses an instructional strategy which focuses on the needs of the understudies.

Teaching-learning and Evaluation

SSVBSPM's Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale focuses keenly on Teaching-learning and Evaluation. Average Enrolment percentage of students is quite good and is largely from agrarian background. Our Assessment process is laid down by the affiliating university and is able to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students. We offer cou**nselling** is at the time of Admission, for the first-year students. This helps to give idea about the planning of overall course. **Orientation program** is arranged to provide planning of actual **course of B.Ed. various test** are conducted for the students based on which teaching methods are decided. **Reference books and websites as well as educational links** are suggested to acquire more knowledge. Various Functions are arranged for **extra-curricular activities. Innovative teaching** practices are arranged for students. **Experiential learning, Participative learning, Problem-solving methodologies, Brainstorming at teaching strategy, Focused group discussions, The incorporation of online modes are also included in** Teaching-learning and Evaluation. Our college has a strong mentorship structure in our area, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations pleasantly. Through **teaching learning process we try to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. In addition to this,** Internship programme is systematically planned with necessary preparedness. College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. Teachers put-forth efforts to keep themselves updated professionally through various FDPs, Seminars and programs. College sticks to academic schedule which is being given by the affiliating University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth.

Infrastructure and Learning Resources

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, equipment, computing facilities, etc. We offer following infrastructural facilities:

Ventilated & Spacious Class Rooms with black Boards & LCD Projector and Seminar Hall,

Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.

Big playground for sports.

Separate Common Room for girls.

MI Room with medical first aid.

Fire Extinguishers and Generator for power back up.

Canteen with good seating capacity of students and teachers.

Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.

The library working is **computerized**; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library **has computer and internet facilities.** Baliramdada Bansode Shikshanshastra Mahavidyalaya continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems etc. The college IT lab is equipped with computers and a server that runs on latest Windows to support a mastery of basic IT skills for students. The college has a dedicated lease line of Fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students. Baliramdada Bansode Shikshanshastra Mahavidyalaya takes the review of the stocks annually. We take the review of the equipment available in various laboratories and in the library. Library Committee and the Purchase Committees along with supportive staff conduct this work and identify the damaged items and books and recommend for purchasing & writing again. After proper recommendation, items and books are procured on the demand of the concerned teacher in-charge.

Student Support and Progression

A range of capability building and skill enhancement initiatives are undertaken by the institution. Some available facilities for students include:

Vehicle Parking

Common rooms separately for boys and girls

First aid and medical aid

Transport

Safe drinking water

Canteen

Toilets for girls

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. nstitution provides additional support to needy students in several ways. Our students are placed as Percentage of placement of students as teachers. Even ours students qualify state/national level examinations such as NET/SLET/ TET/ CTET. A representative body of

students at Baliramdada Bansode Shikshanshastra Mahavidyala Chale is comprised of students who are admitted and selected at the start of the academic year. The student representatives manage many academic-related activities and tasks with them. The college has a connection with alumni. The alumni association has constructively contributed to the the institution's development and improvement processes. Many people include the workforce including students and former students. Below are the exercises from the alumni association which are normally done in the institution.

Governance, Leadership and Management

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale: Nurturing a Bright Future in Harmony with Nature. Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale is an educational institution committed to empowering the youth of our rural community with knowledge, skills, and character. Our vision is to create a future generation that thrives in harmony with nature and excels in a globally competitive world. We strive to achieve this vision through a mission that focuses on providing accessible and quality education while nurturing a spirit of curiosity, creativity, and social responsibility. Our aim is to instill values of integrity, resilience, and community engagement, ensuring our students become agents of positive change in their lives and the world around them.

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we embrace a system of decentralization and participative management to ensure an inclusive and effective approach to governance and decision-making within our institution.

Decentralization is a cornerstone of our management philosophy, wherein decision-making authority and responsibility are dispersed throughout the various levels of the institution. At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, transparency is a core value that we uphold in every aspect of our operations. We believe in being open and clear about our financial, academic, administrative, and other functions to build trust and confidence among our stakeholders. At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we take great pride in ensuring that our institutional strategic plan is effectively deployed and put into action. Our institution comprises several bodies, cells, and committees, each playing a crucial role in different aspects of our functioning. These entities are composed of dedicated individuals with expertise in their respective domains, coming together to deliberate and make informed decisions for the betterment of the institution.At the core of Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale lies a philosophy deeply rooted in empathy and human connection. The institution recognizes that a contented and supported staff forms the bedrock of a successful academic institution.

Institutional Values and Best Practices

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements. Currently, the college uses an inverter to meet its energy needs. The college for alternative energy is ready to develop a systematic energy policy based on energy conservation methods and is actively working on it. This is our long-term objective as per the policy, which includes educating students and staff on environmental concerns and how to make our college a carbon-neutral institute. Our only objective is to incorporate environmental concerns into planning and decision-making. One

of the easiest ways to reduce energy costs at institutions is through solar energy. We have planned to install a 15KW solar plant at the college in the near future. In our area, we get about 330 days of sunshine per year. Compared to other regions, we are in a position to make the most of the sun's energy. In addtion to this, we pay attention to make less use of electricity through LED tubes, bulbs, and minimal use of fans in college campus. We have developed lush green campus so as to make minimal use of fans, ACs etc. The College tries to adhere the principles of the "Maximal Sustained Waste Management" in the provision of waste management services. The College will apply a distinct approach to reduce, reuse, recuperate and recover by-products in comparison to the disposal of waste to landfills. The College acknowledges the significance of meeting these requirements and dealing with its waste in a responsible manner, reducing the amount of waste sent to landfills and increasing reuse and recycling where feasible.The college is dedicated to upholding the "Swachh Bharat Mission" of the Prime Minister, and by doing so, sets a positive example for students, teachers, and other staff members. It instills a sense of campus pride in students, which reduces their propensity to litter and may lead to greater environmental efforts on their part. In order to reduce the transmission of infections within the college and to provide staff and students with a relaxing learning environment, cleanliness is crucial.

Research and Outreach Activities

1. Celebration of National Days

2. Blood donation Camps

3. Cleanliness Campaigns

4. Voter Awareness Rallies

5. Programs on supersition removal

6. Health Chekup Camps

7. Yoga Workshop

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALIRAMDADA BANSODE SHIKSHANSHASTRA MAHAVIDYALAYA CHALE
Address	A/P-CHALE TAL PANDHARPUR DIST SOLAPUR, Maharashtra, Pin-413304
City	Pandharpur
State	Maharashtra
Pin	413304
Website	www.bbsmcollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	TAMBE SHA SHIKANT LAXMAN	02186-248231	9922063414	-	bbsmcollege@gmail.com
IQAC / CIQA coordinator	Honkalas Mahadeo Nivrutti	02186-	9604361839	-	mhonkalas@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	28-10-2006	204	NIL

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	A/P-CHALE TAL PANDHARPUR DIST SOLAPUR, Maharashtra, Pin-413304	Rural	3.25	183

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	204	Graduation	Marathi	100	55

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	1				0				8			
Recruited	1	0	0	1	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				8			
Recruited	1	0	0	1	0	0	0	0	8	0	0	8
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	0	0	0	0
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	9	0	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	0	0	0	32
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	12	5	0	1
	Female	9	7	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	1	2	5
	Female	4	0	3	7
	Others	0	0	0	0
General	Male	23	11	6	17
	Female	28	10	10	34
	Others	0	0	0	0
Others	Male	9	7	2	4
	Female	11	6	3	5
	Others	1	1	0	0
Total		100	48	28	75

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to the National Educational Policy 2020, the college is getting ready to add multidisciplinary subjects to its curriculum in order to help students develop their overall abilities, including their

	intellectual, aesthetic, social, physical, emotional, and moral ones, in an integrated manner. The institution intends to establish short-term and vocational courses while taking the issues that the students experience into consideration. The objective is to equip the students so they can forge a path towards self-employment rather than relying solely on government employment. 1. Regular guest lectures are being organized for NEP 2020 2. Faculty Members have gone through the FDP on NEP 2020 organized by UGC HRDC Ramanujan College, New Delhi from 3rd October 2023 to 9th October 2023. 3. Support to faculty members for attending orientation/induction programs.
2. Academic bank of credits (ABC):	The institution must wait for approval from the academic council of the affiliating university before implementing the Academic Bank of Credits. The institution's pedagogy is student-centered, and the pedagogies of the faculties are constructivist, inquiry-based, reflective, collaborative, and integrative. The learning outcomes of the students are assessed using summative and formative exams and assignments.
3. Skill development:	The vision of the college is promoting Value-Based Quality Education, hence the college takes efforts to inculcate positivity among the learners. The college also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like World Aids Day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the adoption of Indian languages, the college provides multilingual approach to teach the subjects in degree programes. One of the College's future goals is to preserve and promote Indian languages.
5. Focus on Outcome based education (OBE):	The college also works to help students develop a positive outlook and other traits that will help them lead successful lives, as well as the understanding that learning is a lifelong activity. One of the programme outcomes for the students is to

	understand, analyse, evaluate, and develop responsibility and effective citizenship.
6. Distance education/online education:	The College is also getting ready to start providing vocational courses via ODL (Open Distance Learning) in due time. Google Classroom, Zoom, Google, using videos as teaching and learning aids, group collaboration and interaction, assignment and revision, as well as the conducting of assessments are some of the institutional efforts towards blended learning that are made with the convenience of the students in mind.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Clubs (ELC's) plays crucial role in engaging college students, and people in villages through interesting activities and hands-on experience to sensitise with their electoral rights. It is being constituted at the behest of Election Commission of India (ECI) in all the educational institution with a motive to aware and ensure the participation of youth & future voters who are pillars of Indian democracy. Our college has started Electoral Literacy Club from July 2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. The ELCs are representative in character in the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Innovative programes and initiatives have been undertaken by the ELC. The voluntary contribution by the students in electoral processes-participation in voter registration of students and communities is strictly observed. We organize voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	We organize socially relevant projects/initiatives in electoral related issues. We do organize elctrol awareness campaigns. We even create content, publications highlighting democratic values and

advancing democratic values and participation in electoral processes, etc.	participation in electoral processes, etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	we try to create awareness among the students above 18 years who are yet to be enrolled as voters. Efforts are taken by the College to institutionalize mechanisms to register eligible students as voters.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	49	24	72	98

File Description	Document
Institutional data in prescribed format	View Document

Other Upload Files	
1	View Document

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	44

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	1	23	40	54

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	1	23	36	33

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	48	1	32	44

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

2 Teachers

2.1

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

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

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.03099	7.95816	10.68147	14.57439	8.63377

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

3.2

Number of Computers in the institution for academic purposes..

Response: 15

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

SSVBSPM's Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The college follows curriculum prescribed by the university. We have implemented a practise of discussing the curriculum in staff meetings based on feedback from the students about their problems during learning. The college informs the university in writing about the issues if encountered during the teaching-learning process as and when required. The opinions of the staff members and students who have used the curricula are taken into consideration. We maintain the record of the staff meetings so as to maintain the uniformity of discussion.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1.   Website of the Institution

2.   Prospectus

3.   Student induction programme

4.   Orientation programme for teachers

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 53.33

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise**

during the last five years.

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

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

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

Response: 1

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

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

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

1.2.3

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

Response: 5.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	9	5

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 10.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	03	08	10

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Teachers need a variety of skills, training, and preparation to be successful in their careers. Additionally, they require unmatched relational skills like perseverance and the ability to strive to stay calm in stressful conditions. Their ability to cooperate cooperatively with others enables them to do so profitably.Inquiring into people's needs, experiences, and attitudes while intervening is a key component of instructor education.individuals acquire particular knowledge and move beyond the obvious. Regular aspects of mediations include addressing, listening in, providing information, and making sense of certain uniqueness, displaying a cycle or skill, determining the extent of and checking for it exercises.

It is equally obvious that we desire competence and content. As the need to know our proffesional aptitude might develop and with regard to practise and lessons as strict teachers we need to strive. In addition, as a teaching strategy, morals, human advancement and improvement, and public activities. Great teachers are extremely knowledgeable in the subjects they teach, and when an educator's knowledge is below a certain level, it significantly impedes the learning of students. Procedures that produce teachers with well-defined talents for one's chosen specialisation at various levels of education.

We at the institutional level:

1. Take pleasure in explaining concepts to others.
2. Be confident: Everyone needs confidence to appear calm and knowledgeable in any situation, even when you're drained and under pressure.
3. Possess extraordinary hierarchical skills
4. Perform well in group settings
5. Possess the choice to deal with difficulty
6. Encourage your students to offer their all.
7. Connect with our students
8. Offer advice
In addition, a deep understanding of people, as well as decision-making, relationship-building, and

exchange skills etc. are offered. The ability to deeply enjoy people is the ability to absorb, utilise, and manage one's feelings in a positive way to resist pressure, communicate honestly, empathise with others, overcome challenges, and thwart conflict.

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

1.3.2

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

Response:

We at the institutional leverl believe that, all that distinguishes people from one another is **diversity**. We try to take into account a number of factors, including race, nationality, orientation, sexual orientation, financial situation, capacity, age, and stringent political beliefs. Assuming that we disregard the issue of homeroom diversity and opt not to promote it in our institution, Students attend school to prepare for the workforce, thus instruction must properly address and embrace the actual challenges that come with relocating to and working in a new school, neighbourhood, or nation. Diversity in the study hall can have an impact on academic results in addition to working on interactive skills. It enhances the development of critical thinking skills and academic assurance.

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

1.3.3

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

Response:

Our college, Baliramdada Bansode Shikshanshastra Mahavidyalaya follows the curriculum in a way that gives students a variety of learning opportunities. To achieve this goal, the following steps are taken to provide students with professional preparation in acting. The college uses an instructional strategy which focuses on the needs of the understudies. The institution adopts and develops teaching methods like dynamic learning, pleasant Learning and inductive instruction: project-based learning, issue-based

learning, and request-based learning, disclosure learning, learning, and so forth. It seems to move forward cooperative learning groups that take place both inside and outside of the study hall; Exploration and disclosure of each understudy individually. Our teachers reflect on their own social turn of events and the courses in which their instructors had an impact on them as they discuss amicable change of events. This consideration enables incoming teachers to assess their own convictions and consider how they might affect their upcoming work.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: E. Any 1 or none of the above

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

1.4.2

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 74.4

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

2.1.2

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

Response: 58.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	0	26	12	12

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

2.1.3

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

Response: 1.11

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Counselling is provided at the time of admission. Due to which they get familiarised with the actual course content and helps them to be prepared.

Orientation program is arranged at the beginning of the course this helps students as well as institution to know about needs of students and institution

Learners are assisted by an entrance test at the entry level to understand their different learning needs and comprehensive methodology is applied to satisfy various need of the students.

They include traditional and new methods. Our faculty provided the guidance to complete the studies with understanding and concepts and improve teaching skills.

For additional knowledge gaining reference books and websites and various educational links are recommended.

To Weaker students –

1.**Counseling** is provided at the time of Admission, for the first-year students. This helps to give idea about the planning of overall course.

2.**Orientation program** is arranged to provide planning of actual **course of B.Ed.**

3.**Various test** are conducted for the students based on which teaching methods are decided.

4.**Reference books and websites as well as educational links** are suggested to acquire more knowledge.

5.Various Functions are arranged for **extra-curricular activities.**

6.**Innovative teaching** practices are arranged for students.

Activates Point:

1. Orientation program for course of B.Ed.

2. Extra-curricular activities for course of B.Ed.

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: D. Any 2 of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20

2.2.4.1 **Number of mentors in the Institution**

Response: 05

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The adoption of a various mode approach to teaching – learning process, which includes Practical learning/experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, online modes, and more, greatly enhances student learning in the our BBSMC Institution.

Experiential learning

provides students with hands-on experiences, allowing them to actively participate with the subject matter. This approach encourages critical thinking, problem-solving skills, and a deeper understanding of concepts through practical application. His approach focuses on hands-on experiences and practical applications of theoretical concepts. Students are actively involved in such activities, experiments, and real-world scenarios that allow them to apply their knowledge and acquire a deeper understanding of the subject content.

Laboratory Experiments

Field Visit

School Internships

Project – Based Learning

Drama and Art

Simulations and Virtual Lab

Online lab

Participative learning

In Such Process involves active student involvement in the learning process. It promotes collaboration, teamwork, and communication skills among students. By encouraging students to participate in discussions, ask questions, and contribute their ideas, this approach fosters a more inclusive and engaging learning environment. Teachers encourage open discussions, group activities, and student presentations, creating an interactive classroom environment. This approach promotes collaboration, critical thinking, and effective communication skills among the pupils.

Problem-solving methodologies

It helps students develop analytical and critical thinking skills. By presenting real-world challenges and guiding students through the problem-solving process, teachers can encourage independent thinking, creativity, and the ability to apply theoretical knowledge to practical situations. Teachers at our institute BBSM College give special attention and importance to problem-solving skills by presenting students with real life challenges and complex problems related to their field of study. Students are encouraged to analyse problems, think creatively, and develop innovative solutions. This approach enhances their problem-solving abilities and fosters a deeper comprehension of the subject content.

Brainstorming at teaching strategy

It provides a platform for students to express ideas, share perspectives, and explore different solutions to a given problem. This approach fosters creativity, encourages active participation, and promotes effective communication and collaboration among students. Brainstorming sessions are conducted to stimulate creative thinking and generate new ideas. Students are encouraged to share their thoughts, suggestions, and opinions freely. This method provides active engagement and fosters a positive learning environment where students feel very comfortable expressing their ideas with confident.

Focused group discussions

It allows students to explore specific topics in depth. This approach enhances students' understanding of the subject content as well as develops their communication skill and interpersonal skills. They are arranged in small groups of pupils, where students exchange ideas, analyse different perspectives, and collectively arrive at conclusions. Focused group discussions promote critical thinking, teamwork, and a deeper understanding of the subject content.

The incorporation of online modes

such as online lab, online discussions, and virtual simulations, further enriches the learning experience. Online resources provide access to a vast range of educational materials, and promote digital literacy. This includes virtual lab, online resources, multimedia presentations, Online Practical and interactive e-learning platforms. These tools provide students with additional learning opportunities, flexibility, and access to a wide range of educational materials. By adopting a multiple mode approach to teaching and learning, teachers at Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale (B.Ed.) provides to diverse learning styles, promote active engagement, and make a stimulating as well as inclusive learning environment in the institution.

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

2.3.2

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

Response: 0

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

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

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

2.3.3

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

Response: 0

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

Response: 00

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

2.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale (BBSMC) has a strong mentorship structure in our area, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations pleasantly. Our institute provides several opportunities for mentor-mentee relationships to

provide with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials/Assignments and Various tests are taken by the teachers as per the needs of the learners. During the assignment period, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, and to empower weak students. Social Service, English Language Communication Skill, and Microteaching sessions are there for sharpening skills of pupils.

Knowing each pupils' interests, capabilities, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or new activities and expand a student's self-awareness and sense of the self-efficacy. as identified by participants in mentoring programs

may be organized into four general categories:

1. attitude and character,
2. professional competence and experience,
3. communication skills,
4. interpersonal skills.

Working in groups has always been a main aspect of our institution. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members. Students' exposure new ideas to create a wide range of practical models, charts, and educational aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as social service etc.,

Our BBSMC campus offers a wide range of academic, cultural, which helps in all round development of pupil teachers. Mentors makes stress free of their mentees by teaching them different skills such as Time management, Presenting skills, social skills. College also provides free coaching and guidance for various national and state level test such as **B.Ed. Entrance Test, UGC-NET, TET and CTET.**

There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates. etc.,

Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education. Mentoring within schools promotes teacher retention and consistency among pupils.

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

2.3.6

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

1.   **Special lectures by experts**

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

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

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

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

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

Response: D. Any 2 of the above

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

2.3.7

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale (BBSMC)

All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. Career opportunity announcement, selected techno-pedagogic content knowledge analysis question discussion, familiarisation with books, etc.,

All disciplines in the college have taken initiative to make teaching learning process more live, learner centred, student centred and proactive. There is a provision to full-fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college.

For example, like, there was a student named Sanjivani Vyavahare (B. Ed. Part I) she was very talented but for her personal reasons she was not confident enough to go forward, very low self-esteem and

nervous for small reasons. As a mentor, college adviser, and a few other teachers, encouraged her. After some motivational talks and counselling she has participated in **"Pariksha Pe Charcha 2023"** at 31/07/2022 were conducted by Prime Minister office and got in prize as active participant. Now, she behaves as confident girl.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

5.Rating Scales

Response: C. Any 2 of the above

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

2.4.5

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

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

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

4. Identifying and selecting/ developing online learning resources

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

Response: D. Any 2 of the above

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

2.4.6

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

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

Response: E. None of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Determination/distinguishing proof of schools for entry level position: participative/on demand
Temporary job of understudies is organized in different private and government supported schools consistently. The understudy
instructors Work on Educating involves around 50-54 illustrations, which incorporate
a. Miniature educating containing five examples in each educating subject.
b. Conversation illustrations containing two examples in each educating subject
c. School-based educating trailed by Conclusive examples (two examples) in each educating subject. The Last examples are conveyed within the sight of Outer Inspector selected by the College.
The Work on educating is consequently completed for more than ordered working days to convey more than thenumber of illustrations (for example 20 in each subject) expected by the NCTE
• The understudy educators include themselves in all school exercises like directing the get together, orchestrating
games, school day, Celebrations, assessment, and so forth.
• They foster records, plan models and diagrams.

File Description	Document
Link for additional information	View Document

2.4.9

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

Response: 14

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

Response: 3

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

lesson is finished; Detailed feed back is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are

taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

2.4.13

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 80

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

2.5.2

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

Response: 15.63

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

Response: 1

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

2.5.3

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

Response: 8.43

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

Response: 59

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas
viz. Personal (Self- Centered); Professional (Student-Centered); and Social.
Personal: Self-Centered Development
Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are

required for professional development. Writing articles/books, material production, publication of research

papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works,

professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans

and using critical incidents for informal research boost the development.

Professional: Student-Centered Development

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to

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

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since

he is entrusted with the job of 'shaping the future of a country' as stated in Kothari Commission, he has to

live a life of austerity and limitations. He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

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

2.6 Evaluation Process

2.6.1

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

Response:

College sticks to academic schedule which is being given by the affiliating University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the affiliating University. The time table of external examinationis fixed by the University and the same is display on notice board for the students. Any changes are conversedto the students well in advance.

1. Preparatory Exams are conducted every year before university exams.
2. Every teacher conducts regular class tests on the related topic.
Principal & Teachers clear doubts of students with advice about writing correct & appropriate

answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular

and extra curricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the affiliating University have been adopted in the college.
1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.
2. Internal assessment test programs are organized according to the university and students are informed in
advance.
3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.
4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.

5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice

board of the department.

College Level: The college appoints a senior supervisor for the smooth conduct of college examinations. If
the students are facing any problem, they are solved by the principal of the college. The grievances are
deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to
the University in the examination section if necessary.

Redressal of grievances at university level: After forwarding such questions through the college
examination section, the questions related to the result, improvement in mark sheet, other certificates
issued by the university are handled in the examination section. Students are allowed to apply for
reevaluation, recruitment and a challenging assessment by paying the required processing fee to the
university if students are not satisfied with the university's assessment through college.

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

2.6.4

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

Response:

The academic calendar is prepared by the college according to the guidelines of the affilating
University and according to the temporary date sheet of the university examinations. In the semester
system, practicals are prescribed in terms of planning of departments, time table, attendance review,
midterm
tests and science subjects. Students with small attendance are notified according to their names and
fined.
Assignment work is awarded to students and marks are awarded before the commencement of the final
examination. The syllabus is discussed by the staff members of each department and prior notice is given
regarding the conduct of the mid-term and final examinations.
Co-curricular activities are conducted simultaneously from time to time and information in respect of the
same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the
academic year.
The head of each department monitors the quality of teaching-learning through daily monitoring of
teaching-learning activities. Continuous counseling is also done through departmental meetings and staff
meetings.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Course learning effects are according to the Punyashlok Ahilyadevi Holkar Solapur University, Solapur for which the college is affiliated. They are an essential component of the college's vision, mission, and objectives. The institution has effectively stated and circulate the programme result, program-specific results, and course. The goals of the B.Ed. programmes aim to make education more complete. Teachers, who's primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice. Work experience of this nature can be assembled from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, Communication skills, problem-solving, cognitive abilities, self-directed learning, Self- Awareness etc.,

The learning objectives are presented in a variety of ways are as follows:

At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs. Which are additionally prominently displayed on college notice boards, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. Especially the parents, are informed about the course outcomes of various value-added courses being run by our college from time to time, so that they can persuade their wards towards skill-oriented and value-based courses. The college has a PLOs and CLOs are aligned throughout the semester by course teachers in the following ways:

Continuous internal assessments are performed regularly and student grades are recorded, helping to forecast their academic progress. Connected teaching methods are used to achieve effective learning results. Participation in various literary and cultural programs, competitive activates such as debates, idioms, essay writing contests, quizzes, test. Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly and tree planting campaigns, awareness camps. etc. Participation in community activities such as the visits to orphanages, Visit to innovative school (Specially disabled school) Blind school, End semester house test and final exams also help ensure the understanding of stated results. Parents are informed on regular basis about the academic performance of their children. Placement records, feedback from alumni regarding their job and excellence in various competitive exams guarantee the alignment of stated PLOs and CLOs.

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

2.7.2

Average pass percentage of students during the last five years

Response: 78.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	0	23	36	33

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

2.7.3

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

Response:

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments
to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 11.9

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

Response: 5

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

2.7.5

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

Response:

It is necessary for students to know how to prepare themselves for the assessment. perform to the best of their ability have a greater
confidence in the assessment method and the teacher's/assessor's judgment. improve their motivation.
Follow the assessment process:
• understand exactly what is expected from them
• have a clearer understanding of the assessment criteria
• understand what they have to do
• know how to prepare themselves for the assessment
• perform to the best of their ability (when they are fully informed about the assessment)
• have a greater confidence in the assessment method and the teacher's/assessor's judgment

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.64

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

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

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

3.2.1

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

Response: 0.47

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

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

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

3.2.2

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

Response: 0

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	7	7

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

3.3.2

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

Response: 0

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

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

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

3.3.3

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

Response: 99.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	48	24	72	98

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur and our outreach activities in the community are controlled by the college teachers. In this college we have one
unit of NSS headed by a Program Officer to execute NSS activities throughout the year and also during the
annual camp. They are instrumental in converting students in to the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS adopts one village every year and involves the local community in various activities.

3.3.5

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

Response: 0

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

five years

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

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

3.4.2

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

Response: 3

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

Response: 3

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

3.4.3

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

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

Response: D. Any 1 or 2 of the above

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Ventilated & Spacious Class Rooms with black Boards & LCD Projector and Seminar Hall,

Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories.

Big playground for sports.

Separate Common Room for girls.

MI Room with medical first aid.

Fire Extinguishers and Generator for power back up.

Canteen with good seating capacity of students and teachers.

Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.

4.1.2

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

Response: 0

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

Response: 00

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

Response: 2

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

4.1.3

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

Response: 0.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.42

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library working is **computerized**; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library **has computer and internet facilities.**

Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.,

Teaching staff compare the educational developments of other countries with their educational practices

of indigenous system.

Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

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

4.2.2

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

Response:

The college library **has computer and internet facilities.**

Details on the access to the staff and students and the frequency of use, are as follows:

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

Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

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

4.2.3

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

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

Response: E. None of the above

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

4.2.4

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.0	0.75	0.0

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

4.2.5

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

Response: 2.93

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

Response: 42

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

Response: 55

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

Response: 67

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days)**

during the last completed academic year.

Response: 71

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

Response: 78

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems etc. The college IT lab is equipped with computers and a server that runs on latest Windows to support a mastery of basic IT skills for students. The college has a dedicated lease line of Fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.67

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

4.3.3

Internet bandwidth available in the institution

Response: 6.1

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

Response: 6.10

4.3.4

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 2.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.26	.69577	.21450

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

4.4.2

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya takes the review of the stocks annually. We take the review of the equipment available in various laboratories and in the library. Library Committee and the Purchase Committees along with supportive staff conduct this work and identify the damaged items and books and recommend for purchasing & writing again. After proper recommendation, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Computers/Printers and other IT accessories maintenance is done regularly and nonrepairable systems are disposed of accordingly. The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipment.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

5.1.3

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

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional**

    website

3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template for the applicable options	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 16.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	3	8	9

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

5.2.2

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

Response: 12.12

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

Response: 4

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

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

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

5.2.3

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

Response: 7.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	1	4

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

5.3 Student Participation and Activities

5.3.1

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

Response:

A representative body of students at Baliramdada Bansode Shikshanshastra Mahavidyala Chale is comprised of students who are admitted and selected at the start of the academic year. The student representatives manage many academic-related activities and tasks with them. They serve as a link between the students, the staff, and the college. The delegates provide feedback on several exercises that the college and resources have attempted as as well as how the students receive the recommendations of professionals. The college takes place regularly to plan the various activities of the college. The college tries funding for various activities related to student coucil.

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

5.3.2

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

Response: 1

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

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

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution. The Alumni Association facilitates in the process of growth and advancement of the institution. They are enlisted as below.

Alumni Association/ works with the current studnts to lay out Systems administration.

It aids the insititution in staying current on the positions of recent graduates.

It provides information on open vacancies in schools.

Working on the current educational strategy, organising new exercises, and other things have benefited from its facilitation.

It has produced a great deal of sound suggestions for expanding the college and provides exposures to the students in academic field.

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

5.4.3

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

Response: 4

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

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

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

5.4.4

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

Response:

The college has a connection with alumni. The alumni association has constructively contributed to the the institution's development and improvement processes. Many people include the workforce including students and former students. Below are the exercises from the alumni association which are normally done in the institution.
1. Casual social gathering of the institution's the alumni association's from each and every previous meeting grounds.
2. Felicitation of the students who were offered jobs during the previous academic year.
3. Appointment of the office conveyors from the previous meeting's understudies.

4. The dedication of the Alumni association to the growth and development of the institution.

The dedication of the Alumni association to the process of growth and improvement is listed below.
The Alumni association works with the current students for Networking with all students.

It assists the college in staying current on the plans for graduating students.

It provides information on open vacancies in schools.

Working on the existing educational programme, organising new exercises, and other things have benefited from its feedback.

It has provided several good suggestions for the college's progress with increase in the exposure of the students.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale: Nurturing a Bright Future in Harmony with Nature. Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale is an educational institution committed to empowering the youth of our rural community with knowledge, skills, and character. Our vision is to create a future generation that thrives in harmony with nature and excels in a globally competitive world. We strive to achieve this vision through a mission that focuses on providing accessible and quality education while nurturing a spirit of curiosity, creativity, and social responsibility. Our aim is to instill values of integrity, resilience, and community engagement, ensuring our students become agents of positive change in their lives and the world around them.

At the heart of our institution's governance lies an effective leadership and participatory mechanism, carefully aligned with our vision and mission. We recognize the significance of leadership that serves as a guiding light, steering the institution towards its goals. Our leadership is characterized by its reflective nature, continuously assessing and adapting strategies to uphold the vision and mission.

Participation is a fundamental aspect of our governance model. We believe in involving all stakeholders—students, faculty, staff, parents, and the local community—in decision-making processes. This inclusive approach ensures that the perspectives and insights of all individuals are considered, making the governance mechanism more robust and representative of the diverse interests within our institution.

Transparency and communication are key pillars of our governance structure. We prioritize open dialogue and clear dissemination of information to all stakeholders. By fostering an environment of transparency, we encourage trust, understanding, and collaboration, thereby reinforcing our shared commitment to the institution's vision and mission.

Moreover, we recognize that effective governance requires adaptability and responsiveness to the evolving needs of our students and the community. As such, we regularly review and update our policies, programs, and initiatives to align them with our overarching vision and mission. Flexibility allows us to address emerging challenges and embrace opportunities, ensuring our institution remains relevant and effective in achieving its educational objectives.

Additionally, our governance emphasizes sustainability and responsibility towards the environment and the community. We strive to integrate sustainable practices into our operations and educational curriculum, instilling a sense of environmental consciousness and responsibility in our students. By doing so, we aim to align our educational efforts with the vision of creating a generation that thrives in

harmony with nature.

To sum up, Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is dedicated to building a brighter future by nurturing the potential of our youth while promoting environmental harmony. Our governance model, rooted in effective leadership, active participation, transparency, adaptability, and sustainability, ensures that we stay true to our vision and mission. Through our collective efforts and steadfast dedication, we aspire to empower our students to become catalysts of positive change, making a meaningful impact in their lives and the world they inhabit.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we embrace a system of decentralization and participative management to ensure an inclusive and effective approach to governance and decision-making within our institution.

Decentralization is a cornerstone of our management philosophy, wherein decision-making authority and responsibility are dispersed throughout the various levels of the institution. This approach aims to empower individuals at every level, allowing them to contribute their unique perspectives and insights. By decentralizing decision-making, we promote a culture of ownership and accountability among our faculty, staff, and stakeholders.

In practice, this means that decisions are made at the level closest to where they will have an impact. Departments and teams are given the autonomy to make decisions that align with the overall vision and mission of the institution. This not only ensures a quicker decision-making process but also encourages creativity and innovation, as individuals have the freedom to propose and implement ideas that enhance the educational experience for our students.

Furthermore, we emphasize participative management, valuing the input and involvement of all members of our academic community. Everyone's voice matters, and we actively seek and consider the opinions and ideas of our faculty, staff, students, and even parents. Through regular meetings, brainstorming sessions, and open forums, we create opportunities for constructive dialogue and collaboration, fostering a sense of unity and shared purpose.

In our participative management approach, we encourage suggestions, feedback, and proposals from all stakeholders. Whether it's improvements to our academic programs, enhancements to campus facilities, or changes in policies, we believe that involving everyone in the decision-making process leads to better

outcomes and a stronger sense of community.

By combining decentralization and participative management, we aim to achieve a harmonious balance between centralized direction and decentralized action. The top-level leadership provides a guiding vision and strategic framework, while those at lower levels have the flexibility to adapt and implement strategies that align with this vision. This approach allows us to respond swiftly to the needs of our students and community while maintaining a cohesive and purposeful educational environment.

To sum up, our institution's commitment to decentralization and participative management fosters a culture of collaboration, empowerment, and inclusivity. Through these practices, we strive to create an environment where every individual is valued, engaged, and empowered to contribute to the fulfillment of our collective vision of empowering the youth and excelling in a globally competitive world.

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

6.1.3

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, transparency is a core value that we uphold in every aspect of our operations. We believe in being open and clear about our financial, academic, administrative, and other functions to build trust and confidence among our stakeholders.

In terms of finances, we maintain a policy of openness and honesty. Our financial records and transactions are accessible and comprehensible to anyone who seeks to understand them. We ensure that our budget allocation, spending, and financial decisions are communicated in a transparent manner. This allows our stakeholders, including faculty, staff, students, and the community, to have a clear view of how our funds are managed and allocated to support the institution's growth and initiatives.

Academically, we prioritize transparency in our educational practices. Our academic processes, curriculum, grading systems, and assessments are all clearly outlined and shared with everyone involved. Students and parents can easily access information about course structures, syllabi, and academic policies. Additionally, we encourage open communication between faculty and students, fostering an environment where concerns and questions can be addressed promptly and transparently.

On the administrative front, transparency is maintained in our policies and procedures. Rules and regulations that guide the conduct of students, faculty, and staff are clearly defined and communicated. Administrative decisions and processes related to admissions, scholarships, and disciplinary actions are shared openly, ensuring fairness and understanding among all parties involved.

Moreover, we extend transparency to other functions within the institution. Whether it's communication

about events, initiatives, or community engagement activities, we strive to keep everyone informed and engaged. Information regarding extracurricular activities, sports events, workshops, and seminars is easily accessible to promote participation and involvement from all quarters.

Regular meetings, and feedback sessions are organized to provide a platform for open dialogue and discussion. This allows us to listen to the concerns and suggestions of our stakeholders, which we consider invaluable in making informed decisions and improvements. By maintaining transparency and actively involving our community in the decision-making process, we create a sense of ownership and unity, fostering a collaborative and supportive environment within our institution.

In conclusion, transparency is not just a principle but a practice that defines our institution. We are committed to being transparent in our financial, academic, administrative, and other functions, ensuring that everyone has access to information and understands how we operate. This commitment builds trust and confidence, ultimately contributing to the success and growth of our academic community.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we take great pride in ensuring that our institutional strategic plan is effectively deployed and put into action. This plan is like a roadmap that guides us in achieving our goals and fulfilling our vision for the institution.

First and foremost, our strategic plan is the result of thoughtful consideration and collaboration among various stakeholders, including faculty, staff, students, and community members. We come together to identify our strengths, weaknesses, opportunities, and threats, which helps us set clear objectives and determine the best course of action to reach them.

Once the strategic plan is in place, we break it down into actionable steps and specific tasks. Each department and team within the institution is assigned responsibilities based on their expertise and capabilities. This ensures that every aspect of the plan is attended to, and progress is made on multiple fronts simultaneously.

Regular monitoring and assessment are crucial to ensure the successful execution of the strategic plan. We have designated individuals or teams responsible for tracking the progress of each task and reporting back to the larger group. This way, we can identify any hurdles or delays and make necessary adjustments to stay on track.

Furthermore, effective communication is a linchpin in deploying our strategic plan. We hold frequent meetings, send out updates, and maintain an open channel of communication to ensure that everyone is well-informed about the progress, challenges, and achievements related to the plan. This fosters a sense of accountability and a shared commitment to the plan's success.

Adaptability is also key in this process. As we navigate through the execution of the plan, we remain flexible and ready to modify our approach if needed. Changes in circumstances or new opportunities may require us to adjust our strategies to ensure that we are always working towards the ultimate objectives of the plan.

Celebrating milestones and achievements is an essential part of our approach to deploying the strategic plan. Recognizing and acknowledging the hard work and dedication of our team members keeps morale high and motivates everyone to continue striving for excellence in their respective roles.

In conclusion, deploying our institutional strategic plan is a collaborative, systematic, and dynamic process. By involving all stakeholders, breaking down the plan into actionable steps, maintaining open communication, staying adaptable, and celebrating achievements, we ensure that we are on the right path to realize our vision and make a lasting impact on our institution and the community we serve.

File Description	Document
Link to the page leading to Strategic Plan and deployment documents	View Document
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 and service rules, procedures, etc.

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we take pride in the effective and efficient functioning of our institutional bodies. This effectiveness and efficiency are clearly visible through well-defined policies, a streamlined administrative setup, and clear appointment and service rules and procedures.

Firstly, our institution has carefully crafted policies that serve as a foundation for our operations. These policies provide a clear framework for decision-making and actions, ensuring that everyone understands the guidelines and principles that govern our actions within the institution. These policies encompass various aspects, such as academic conduct, student welfare, faculty responsibilities, financial regulations, and more.

Our administrative setup is designed to ensure smooth operations and optimal functioning. We have established roles and responsibilities for each administrative position, enabling a well-organized and

efficient workflow. Clear hierarchies and reporting structures facilitate effective communication and coordination, allowing tasks to be completed in a timely and efficient manner.

Appointment and service rules are meticulously defined to maintain fairness and transparency in our hiring and employment processes. These rules outline the criteria for hiring, promotion, evaluation, and disciplinary actions, creating a level playing field for all employees. By adhering to these rules, we ensure that individuals are appointed based on merit, and their contributions to the institution are duly recognized and rewarded.

Procedures within our institution are established to guide day-to-day activities and ensure consistency and reliability. These procedures detail the steps to be followed in various processes, such as admissions, examinations, financial transactions, and more. Having well-defined procedures helps in minimizing errors, reducing confusion, and promoting efficiency in the execution of tasks.

Regular review and updates of our policies, administrative setup, appointment and service rules, and procedures are a fundamental practice. We acknowledge that change is inevitable, and our institution evolves to adapt to new needs and circumstances. By periodically revisiting and revising these frameworks, we ensure they remain relevant, effective, and aligned with the evolving goals and objectives of our institution.

To sum up, the effective and efficient functioning of our institutional bodies is the result of a deliberate and thoughtful approach. Through well-crafted policies, a structured administrative setup, clear appointment and service rules, and comprehensive procedures, we strive to maintain a cohesive and productive environment that enables us to fulfill our mission of providing quality education and shaping responsible individuals for a better tomorrow.

File Description	Document
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we take pride in the visible effectiveness of our various bodies, cells, and committees. Their efficiency is clearly demonstrated through the meticulous recording of minutes during meetings and the subsequent implementation of resolutions and decisions.

Our institution comprises several bodies, cells, and committees, each playing a crucial role in different aspects of our functioning. These entities are composed of dedicated individuals with expertise in their respective domains, coming together to deliberate and make informed decisions for the betterment of the institution.

During these meetings, detailed minutes are diligently recorded. Minutes serve as a written record of what was discussed, proposed, and decided during the meeting. They capture the essence of the deliberations, including action items, responsibilities assigned, and resolutions passed. This ensures that there is a clear account of the proceedings and outcomes of the meeting.

After the meetings, the recorded minutes are distributed to all members for their reference and review. This open sharing of minutes promotes transparency and ensures that everyone is aware of the decisions made. It allows members to understand their roles in implementing the resolutions effectively.

The implementation of resolutions and decisions is a crucial aspect that reflects the effectiveness of these bodies. Responsible individuals or teams are assigned specific tasks based on the decisions made during the meeting. They take ownership of these tasks and work diligently to ensure timely and accurate execution.

Regular follow-ups and progress assessments are conducted to track the status of the resolutions. This ensures accountability and enables corrective action if needed to stay aligned with the initial decisions. The consistent monitoring of progress helps in achieving the set objectives and contributes to the overall progress of the institution.

Furthermore, we emphasize a culture of collaboration and cooperation among the members of these bodies. We encourage open communication, idea-sharing, and constructive feedback. This fosters a conducive environment for effective decision-making and enhances the quality of resolutions passed, ultimately benefiting the institution as a whole.

In conclusion, the effectiveness of our various bodies, cells, and committees is evident through the

organized recording of meeting minutes and the subsequent successful implementation of decisions and resolutions. This process reflects our commitment to transparency, accountability, and the continuous improvement of our institution for the benefit of our students and the community we serve.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, a distinguished institution nestled in the heart of (location), stands as a beacon of educational enlightenment and a pioneer in fostering a nurturing environment for both its teaching and non-teaching staff. Unlike the omnipresence of digital platforms like Google or the ubiquitous reach of the internet, this educational sanctuary embraces a unique approach to ensuring the welfare and well-being of its dedicated faculty and administrative team.

At the core of Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale lies a philosophy deeply rooted in empathy and human connection. The institution recognizes that a contented and supported staff forms the bedrock of a successful academic institution. Hence, an array of welfare measures has been thoughtfully curated to cater to the diverse needs and aspirations of the teaching and non-teaching members.

One of the standout features is a comprehensive healthcare program that encompasses regular medical check-ups, health insurance, and access to specialized medical facilities. The college places paramount importance on the health and vitality of its staff, understanding that a healthy body and mind are essential for productive and fulfilling work. Regular health check-ups not only detect potential health issues early but also exhibit the institution's commitment to the holistic well-being of its staff.

Furthermore, Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale places emphasis on professional development, acknowledging that growth opportunities are vital for staff satisfaction and effectiveness. A dedicated fund supports staff members in attending conferences, workshops, and pursuing higher education to enhance their skills and knowledge. The institution firmly believes that an empowered and educated staff enriches the academic experience for both students and colleagues.

The college also takes great pride in fostering a congenial work environment. Open communication channels, approachable supervisors, and periodic feedback sessions ensure that every staff member's voice is heard and valued. This commitment to an inclusive and understanding workplace sets Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale apart, making it a haven where collaboration and teamwork flourish.

Recognizing the importance of work-life balance, the institution promotes flexible working hours and encourages a healthy work-life equilibrium. Family-friendly policies, paid leave allowances, and a considerate approach during personal emergencies exhibit the institution's dedication to caring for its staff beyond the professional sphere.

Additionally, the college hosts periodic recreational events, cultural festivals, and sports events, fostering a sense of community and camaraderie among the staff. These events serve as outlets for creative expression, relaxation, and team-building, promoting a harmonious and fulfilling work environment.

In the heart of Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, the true essence of care and commitment towards the staff lies not just in policies and benefits but in the human connection. The institution celebrates the triumphs and shares the burdens of its staff, creating an extended family where everyone feels heard, respected, and supported.

In a world increasingly dominated by the virtual realm and technological advancement, Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale stands as a testament to the enduring power of human compassion and genuine concern for the well-being of those who dedicate their lives to the noble cause of education. This ethos makes the college an oasis of warmth and understanding, setting it apart from the digital shadows cast by the global web.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 7

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

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

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

6.3.4

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

Response: 0

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

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

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

6.3.5

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we pay careful attention towards the performance appraisal system to evaluate and recognize the contributions of both our teaching and non-teaching staff. This system is designed to ensure that every member of our institution receives fair and constructive feedback, fostering growth and improvement.

For teaching staff, the performance appraisal process involves a comprehensive evaluation of their teaching methods, classroom engagement, communication with students, and overall impact on the learning experience. Additionally, their involvement in academic initiatives, research, and professional development is assessed. Feedback is collected from students, peers, and supervisors to provide a well-rounded perspective.

Similarly, the performance appraisal for non-teaching staff encompasses a thorough evaluation of their roles and responsibilities. This evaluation considers factors such as efficiency in administrative tasks, teamwork, communication skills, adherence to policies and procedures, and their contributions to the smooth functioning of the institution.

The appraisal process is initiated through regular performance reviews, which can be conducted annually or semi-annually, depending on the position and responsibilities. During these reviews, clear performance objectives and expectations are established in consultation with the employees, ensuring alignment with the institution's goals and values.

Performance criteria are transparent and clearly communicated to all staff members in advance. This clarity ensures that everyone understands what is expected of them and what areas will be evaluated. It encourages a sense of ownership and motivation to strive for excellence in their roles.

Feedback mechanisms are an integral part of the appraisal system. Employees have the opportunity to share their achievements, challenges, and aspirations. Likewise, supervisors provide constructive feedback, highlighting strengths and suggesting areas for improvement. A constructive dialogue is encouraged to facilitate a two-way communication process.

The appraisal outcomes are used to identify areas for improvement and growth. Individual development plans are created based on the feedback and performance evaluation, outlining steps to enhance skills, knowledge, and overall effectiveness. This proactive approach aids in nurturing a culture of continuous learning and development within the institution.

Recognizing and appreciating outstanding performance is an essential component of our appraisal system. Staff members who excel in their roles are acknowledged and rewarded, motivating them to continue contributing positively to the institution.

In conclusion, our performance appraisal system for teaching and non-teaching staff is designed to promote professional growth, foster a culture of accountability, and recognize the valuable contributions of our team members. It is a tool that supports our commitment to providing a conducive environment for our staff to thrive and excel in their respective roles.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we prioritize financial accountability and transparency by conducting regular internal and external financial audits. These audits are an essential part of our financial management system, ensuring that our financial operations are accurate, reliable, and compliant with regulations.

Internal financial audits are conducted by our external audit team, comprising dedicated professionals outside the institution. They review our financial processes, transactions, and records to identify any discrepancies, errors, or potential areas for improvement. This internal review helps us maintain a strong internal control system and allows us to take corrective actions promptly.

External financial audits involve hiring independent auditors from outside the institution. These auditors thoroughly examine our financial statements, transactions, and accounting practices to provide an unbiased assessment of our financial health and adherence to accounting standards. Their objective evaluation offers an external perspective, ensuring that our financial reporting is accurate and in accordance with established guidelines.

The regularity of these audits is crucial to maintain financial integrity. Audits are typically conducted quarterly or annually, providing ongoing oversight and allowing us to address any issues promptly. External audits are usually conducted annually, providing an annual snapshot of our financial performance and compliance.

During the audit process, auditors meticulously review financial documents, invoices, bank statements, and other relevant records. They verify transactions, assess financial controls, and ensure that funds are utilized appropriately and efficiently. Any discrepancies or irregularities detected are reported, and recommendations for improvement are provided.

Audits are fundamental in ensuring the responsible use of funds and maintaining the trust of our stakeholders, including students, faculty, staff, and the community. By conducting audit regularly, we demonstrate our commitment to financial transparency and responsible financial management.

In conclusion, our practice of conducting financial audits is a critical component of our commitment to financial responsibility and transparency. These audits help us uphold our financial integrity, detect and correct errors, and ultimately contribute to the efficient and effective management of our institution's finances.

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

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we have devised effective strategies for gathering funds and making the most out of the resources we have. These strategies are designed to ensure the smooth functioning of our institution and provide the best possible educational experience for our students.

To mobilize funds, we employ a multipronged approach. We actively engage with the people who believe in our mission. We organize fundraising events, campaigns, and outreach programs to connect with potential supporters. By showcasing the positive impact our institution has on the community and the lives of our students, we encourage financial contributions that aid in various initiatives.

Grant applications to governmental and non-governmental organizations are another avenue we are pursuing right now. We are carefully researching and identifying grants that align with our objectives and apply for them. These grants may help fund specific projects, infrastructure development, research, and other educational endeavors. This diversification of funding sources ensures a steady inflow of financial support.

In addition to funds, we also focus on optimizing the utilization of available resources. We conduct thorough assessments of our existing resources, including human resources, infrastructure, and equipment. Understanding our strengths and areas for improvement allows us to allocate resources efficiently and prioritize areas that need further investment.

Collaborations and partnerships with other educational institutions, industry players, and research organizations are essential in our resource optimization strategy. By pooling our resources and expertise, we can jointly undertake projects, share knowledge, and benefit from shared facilities. This cooperative approach helps us achieve more with the resources we have, ultimately maximizing their impact.

Regular monitoring and evaluation of resource usage are integral parts of our strategy. We track how funds are allocated and how resources are utilized, comparing it against predefined benchmarks and goals. This ongoing assessment allows us to make informed decisions, adjust strategies if needed, and reallocate resources to where they are most effective.

In conclusion, thought we are self-financing institution, our institution's strategies for mobilizing funds and optimizing resource utilization are geared towards ensuring a sustainable and prosperous future. By fostering connections, pursuing grants, forming collaborations, and maintaining a vigilant eye on resource allocation, we are committed to delivering quality education and creating a conducive learning environment for our students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, our Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies. This mechanism has made a significant contribution to ensuring and enhancing the quality of education and overall operations within our institution.

The IQAC is a dedicated body within our institution responsible for overseeing and guiding the quality enhancement and maintenance processes. It operates as a strategic hub, closely monitoring and coordinating quality assurance activities to align with our institution's vision and goals.

One of the key contributions of the IQAC is the establishment of a structured framework for quality assurance. This framework comprises guidelines, policies, and procedures that serve as a roadmap for maintaining and improving the quality of education, research, and administrative functions. It provides a

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systematic approach to evaluating and enhancing various aspects of our institution.

Regular assessments and evaluations are conducted by the IQAC to measure the effectiveness of our programs, teaching methods, administrative processes, and other functional areas. The IQAC identifies areas for improvement and recommends necessary changes based on these evaluations. These recommendations are then implemented to ensure a continuous cycle of improvement.

The IQAC promotes a culture of quality consciousness among all stakeholders, including faculty, staff, and students. Awareness programs, workshops, and training sessions are organized to sensitize everyone about the importance of quality in education and the role they play in upholding it. This increased awareness encourages proactive participation in quality enhancement initiatives.

Moreover, the IQAC encourages the collection and analysis of feedback from various stakeholders. This feedback is valuable in understanding their perspectives and expectations, allowing us to tailor our strategies and initiatives to meet their needs effectively.

The efforts of the IQAC are aligned with the institution's accreditation goals. The IQAC works towards fulfilling the criteria set by accrediting bodies, aiming for continuous improvement and striving to meet the high standards required for accreditation. This ensures that our institution is recognized for its commitment to quality education.

In conclusion, our Internal Quality Assurance Cell (IQAC) has significantly contributed to institutionalizing quality assurance strategies at Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale. By providing a structured framework, conducting assessments, promoting a culture of quality consciousness, and aligning with accreditation goals, the IQAC has played a crucial role in elevating the overall quality of education and operations within our institution.

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

6.5.2

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chale, we regularly evaluate our teaching and learning methods through a systematic process facilitated by our affiliating university. This periodic review is vital to ensure that our teaching approaches remain effective and aligned with our educational objectives.

The IQAC, along with designated mechanisms, plays a central role in this review process. We believe in a continuous cycle of assessment and improvement. Our dedicated team periodically gathers data on teaching strategies, course materials, student engagement, and overall classroom experiences.

This data collection involves a collaborative effort, engaging both faculty and students. Faculty members share their insights into the teaching methods they employ, challenges faced, and innovations they introduce. Students, on the other hand, provide feedback on the effectiveness of these methods, their understanding of the subjects, and suggestions for improvement.

The gathered data is then analyzed thoroughly. The IQAC and relevant stakeholders review this information to identify trends, strengths, weaknesses, and areas that need enhancement. The analysis helps us pinpoint what is working well and areas that require attention for better student outcomes.

Once the analysis is complete, action plans are formulated. These plans encompass changes, improvements, and innovations to enhance the teaching and learning process. Faculty members are encouraged to implement these action plans in their teaching practices, ensuring a practical application of the proposed improvements.

Regular follow-ups are conducted to assess the implementation of action plans and their impact. This ensures that the suggested improvements are effectively integrated into the teaching-learning process and lead to positive outcomes.

Additionally, we recognize the importance of professional development for our faculty. We are in the process of organizing Workshops and seminars in near future. Training sessions are organized to equip them with the latest teaching methodologies and technologies. This continuous learning culture enriches the teaching-learning process, contributing to its periodic improvement.

In conclusion, the institution places great emphasis on periodically reviewing its teaching-learning process. Through the IQAC and collaborative mechanisms, we engage in data collection, analysis, action planning, implementation, and follow-up. This iterative process ensures that our teaching methods evolve in response to the changing educational landscape, ultimately benefiting our students and aligning with our institution's commitment to delivering quality education.

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

6.5.3

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

Response: 0

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

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

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

At Baliramdada Bansode Shikshanshastra Mahavidyalaya Chile, we have established a strong focus on monitoring and acknowledging gradual advancements in both academic and administrative aspects of our institution. We utilize quality assurance initiatives to track and celebrate these incremental improvements, which are essential for enhancing the overall functioning and effectiveness of our educational endeavors.

Quality assurance serves as a systematic method to guarantee that our academic and administrative domains are consistently evolving and refining. We believe that even small improvements contribute significantly to the overall progress of the institution. Thus, we emphasize a continuous improvement approach, where every positive change, no matter how small, is recognized and valued.

In the academic realm, we diligently evaluate and monitor the quality of teaching, learning methods, and curriculum design. Our faculty members actively engage in self-assessment and peer reviews to identify areas of improvement. Through regular workshops and training sessions, they adopt innovative teaching strategies that enhance the learning experience for our students.

Moreover, we seek feedback from our students through surveys and evaluations. This valuable input helps us identify strengths and weaknesses in our academic processes. It allows us to refine our teaching methodologies, adjust course content, and implement changes that positively impact student performance and satisfaction.

In the administrative domain, we employ quality assurance initiatives to streamline processes and improve efficiency. We regularly assess administrative procedures and workflows to identify bottlenecks and areas for optimization. Simple modifications, such as digitalizing paperwork or reorganizing office setups, can lead to significant time and resource savings.

Transparency and communication are key components of our approach to administrative improvements. We encourage open dialogue among staff members, welcoming their suggestions and ideas for enhancing administrative operations. This collective effort fosters a sense of ownership and pride in contributing to the institution's progress.

Acknowledging incremental improvements is a crucial part of our culture. We regularly celebrate achievements and advancements, whether big or small, through newsletters, meetings, or recognition events. This fosters a sense of motivation and encourages everyone to actively engage in the quality assurance process.

In summary, we believe in recognizing and celebrating the small steps taken to improve both academic and administrative aspects of our institution. Through quality assurance initiatives, we strive for continuous enhancement, embracing each improvement as a vital building block towards achieving our mission of providing quality education and nurturing a conducive learning environment for our students.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Currently, the college uses an inverter to meet its energy needs. The college for alternative energy is ready to develop a systematic energy policy based on energy conservation methods and is actively working on it. This is our long-term objective as per the policy, which includes educating students and staff on environmental concerns and how to make our college a carbon-neutral institute. Our only objective is to incorporate environmental concerns into planning and decision-making. One of the easiest ways to reduce energy costs at institutions is through solar energy. We have planned to install a 15KW solar plant at the college in the near future. In our area, we get about 330 days of sunshine per year. Compared to other regions, we are in a position to make the most of the sun's energy. In addtion to this, we pay attention to make less use of electricity through LED tubes, bulbs, and minimal use of fans in college campus. We have developed lush green campus so as to make minimal use of fans, ACs etc.

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

7.1.2

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

Response:

The College tries to adhere the principles of the "Maximal Sustained Waste Management" in the provision of waste management services. The College will apply a distinct approach to reduce, reuse, recuperate and recover by-products in comparison to the disposal of waste to landfills. The College acknowledges the significance of meeting these requirements and dealing with its waste in a responsible manner, reducing the amount of waste sent to landfills and increasing reuse and recycling where feasible. The College requires all teaching and non-teaching staff, students and making use of premises to adhere to this Policy. Solid waste generated within the campus is monitored and managed appropriately. The e waste of the college is frequently observed so as to make its maximum utilization in best possible way. The human excreta is used as fertilizer for agriculture in nearby farms of the college. The waste could be re-utilized or disposed of in a captive or regular processing, storage and disposal facility on campus, as suggested in the waste hierarchy below:

Waste prevention

Waste minimization

Waste reuse

Proper disposal (landfill/incineration)

The college examines potential reuse, recovery, and recycling of garbage in an environmentally friendly way. Paper waste is repurposed to create packing materials and paper boards as well as use of one sided blank paper is done for office works.

1. Using solar power
Solar energy is abundant in the college's desert region. As a result, we intend to construct inside solar power systems and generate sustainable energy to meet the campus's needs.
2. Harvesting rainwater
Buildings have been made adaptable for rainwater harvesting as another step towards preserving the complex water table at the campus. We are confident that the way we collect rainwater will serve as an example for others.
3. Making Use of Natural Light
The architecture of the college's buildings is created in a way that allows for the free movement of air and allows natural light to reach every part of the structure.
Therefore, using lights in the hallways and rooms is avoided due to the abundant natural light.
A Clean and Pollution-Free Environment
Compost and recycle.
handling of e-waste
College LED bulb usage
carrying out an energy audit
Bins on the Property
control of waste across the whole campus
Plastic is not allowed on campus.
utilising dust-resistant chalk in classrooms
minimal printing and photocopying

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

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

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

Response:

The college is dedicated to upholding the "Swachh Bharat Mission" of the Prime Minister, and by doing so, sets a positive example for students, teachers, and other staff members. It instills a sense of campus pride in students, which reduces their propensity to litter and may lead to greater environmental efforts on their part. In order to reduce the transmission of infections within the college and to provide staff and students with a relaxing learning environment, cleanliness is crucial. Additionally, it raises standards of hygiene and may lessen the spread of disease.

On-campus hygiene

1. Provide doormats for each class.

2. Add trash bins to each desk and classroom.

3. Promote recycling among college students.

4. Encourage educators and students to immediately store items after using them.

5. Launch cleanup initiatives like Swachh Bharat.

6. Maintain the campus facilities.

Sanitation

1. Good personal care.

2. Availability of clean water

3. Disposing of waste water

4. Disposal of toilet paper and human waste

5. Solid waste management

6. Environmental sanitization

The college examines potential reuse, recovery, and recycling of garbage in an environmentally friendly way. Paper waste is repurposed to create packing materials and paper boards as well as use of one sided blank paper is done for office works.

1. Using solar power
Solar energy is abundant in the college's desert region. As a result, we intend to construct inside solar power systems and generate sustainable energy to meet the campus's needs.
2. Harvesting rainwater
Buildings have been made adaptable for rainwater harvesting as another step towards preserving the complex water table at the campus. We are confident that the way we collect rainwater will serve as an example for others.
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A Clean and Pollution-Free Environment
Compost and recycle.
handling of e-waste
College LED bulb usage
carrying out an energy audit
Bins on the Property
control of waste across the whole campus
Plastic is not allowed on campus.
utilising dust-resistant chalk in classrooms
minimal printing and photocopying

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

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

7.1.7

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

Response: 0

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

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

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources,

community practices and challenges.

Response:

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. The college is located in rural area and is surrounded by farms and lush green environment. Most of our students are from farming background. They do visit nearby farms and try to apply their knowledge in farming. In addtion to this, they try to teach various techniques to the farmers' children and help them for education too. We try to use local resources in the best possible way so as to benifit the local community. We discuss on recent trends in farming and benificial crops to the farmers so as to uplift their economical condition. Though there are several challanges among the localites such as less awareness about education, cleanliness, hygine etc. we try to inculcate these things through our routine field visits. In a nutshell, local environment is being tried to be uplifted with the help of edcation that we provide in our college. We try to spread locational knowledge and use available resources in best possible ways. Thus, we face the challanges positively.

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Our two Best Practices are enlisted below:

1. Cleanliness and hygiene as Social Service

Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is located in the rural area of Pandharpur Tehsil in Solaput district of Maharashtra State. Our college is the only college in nearby villages. The community around the college is largely agrarian. They are not well aware about the social and individual cleaning. We take help of local government and private agencies for spreading the need of cleanliness. We organize several campaigns every year for the spread of cleanliness. Several villagers became aware about their cleanliness and they started using toilets instead of going to farms for the same. They constructed toilets within home and farms due to the college campaigns. They started living in hyginic conditions which automatically reduced sickness.

Cleanliness and hygiene has become a regular feature of this college and every year these activities are organized by the college. The students generally feel enthusiastic to interact with the local people about their cleanliness. Not even boys but girls also participate in this noble mission voluntarily. Besides this, the teachers also communicate with the local people. This practice is being continuously observed every year without fail and thus we try to pursue this noble social service.

2. Use of Human Excreta as the Fertilizer for Agriculture

We know the current situation of the world with respect to fertilizers today. There is excessive use of inorganic fertilizers all over the world leading to severe diseases like cancer. Soils are lacking in organic matter and nutrients in many places of the planet. Plant stress brought on by poor soil reduces yields and increases the risk of disease in crops.

Our college practices the use of human waste as the organic fertilizer for farming. It is true that, if we don't waste it, human waste has a vast potential value that can be realised. The majority of the nitrogen and phosphorus in human urine, two essential components of fertiliser, come from our diets. Organic material and nutrients can be found in faeces. If handled appropriately, both of these waste products from human consumption can be recycled. Post-consumer nutrients should be recycled since doing so is hazardous for your health, the environment, and the economy. Excreta dumped in the ground generate greenhouse gases that contribute to climate change. It would be such a waste not to use waste. Fertilisers can be applied by farmers with sufficient resources to maintain crop production. Due to our college's human waste treatment, the villagers in the nearby villages have started using it as the fertilizer. Farmers would benefit and a more sustainable food system would be created by using the idea of a circular nutrient economy and reusing this human waste. Human excrement can be seen as both a resource and a chance to reduce greenhouse gases, in addition to being a problem. It can be a clever solution for ecological cleaning as a component of a circular nutrient economy.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision of our college is "To empower the youth of our rural community with knowledge, skills, and character, creating a future generation that thrives in harmony with nature and excels in a globally competitive world." The mission of our college is "To provide accessible and quality education, nurturing a spirit of curiosity, creativity, and social responsibility. We aim to instil values of integrity, resilience, and community engagement, ensuring our students become agents of positive change in their lives and the world around them."

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bonding with the local people. This in includes a number of minorities and marginalized section students. The college successfully implemented the semester system which was introduced by affiliating university. The focus is on skill development, career oriented programs through vallue added courses. Special attention is given to weak students especially belonging to ST/SC, OBC and minority groups. This college caters to the needs of rural students also. The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been installed in the college. For the safety of the girls, the college has appointed one security guard at its own expenses which is not a routine practice generally in government colleges. As a distinctive feature, the college has created a "No Mobile Day" so as to restrict the usage of mobiles in the campus.

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

5. CONCLUSION

Additional Information :

SSVBSPM's Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. We wish to serve communitty positively through quality education. We wish to nurture the teachers who are the pillars of the nation.

Concluding Remarks :

SSVBSPM's Baliramdada Bansode Shikshanshastra Mahavidyalaya, Chale is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. We wish to serve communitty positively through quality education. We wish to get apporipirate gudiance from NAAC and other government bodies. Hence we wish to face NAAC for the future academic strenght.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** 1. **Website of the Institution** 2. **Prospectus** 3. **Student induction programme** 4. **Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from clarification documents.
1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available** 1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**
	1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	48	28	75	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	9	5

Remark : Input is edited as per provided certificates in clarification .

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

Answer After DVV Verification :

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

Remark : Input is edited from clarification certificates.

2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: D. Any 2 of the above
Remark : Input is edited from supporting documents .

2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 06 Answer after DVV Verification: 05

2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	2	2

Answer After DVV Verification :

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

Remark : input is edited from supporting documents.

2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 100 Answer after DVV Verification: 00 Remark : relevant documents are not provided so input is edited according to it .

2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching**

	3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : Input is edited from the irrelevant documents .
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** 1. **Special lectures by experts** 2. **'Book reading' & discussion on it** 3. **Discussion on recent policies & regulations** 4. **Teacher presented seminars for benefit of teachers & students** 5. **Use of media for various aspects of education** 6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : input is edited from supporting documents .
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input has \ is edited toto Any 4 of the above considering options 1, 3, 5 and 6 as per supporting documents.
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and**

internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

  Answer before DVV Verification : A. Any 8 or more of the above
  Answer After DVV Verification: D. Any 2 or 3 of the above
 Remark : input is edited from supporting documents .

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : input is edited considering the option 1and 4 .
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment**

5. **Rating Scales**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Input is edited from supporting documents .

2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	1. **Preparation of lesson plans**
	2. **Developing assessment tools for both online and offline learning**
	3. **Effective use of social media/learning apps/adaptive devices for learning**
	4. **Identifying and selecting/ developing online learning resources**
	5. **Evolving learning sequences (learning activities) for online as well as face to face situations**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. Any 2 of the above
	Remark : Input is edited from supporting documents .
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**
	1. **Planning and scheduling academic, cultural and sports events in school**
	2. **Planning and execution of community related events**
	3. **Building teams and helping them to participate**
	4. **Involvement in preparatory arrangements**
	5. **Executing/conducting the event**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: E. None of the above
	Remark : Activity conducted beyond the assessment period can not be considered input is edited according to it .
2.4.7	**A variety of assignments given and assessed for theory courses through**
	1. **Library work**
	2. **Field exploration**
	3. **Hands-on activity**
	4. **Preparation of term paper**
	5. **Identifying and using the different sources for study**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Input is edited from supporting documents .

2.4.10	**Nature of internee engagement during internship consists of**
	1. **Classroom teaching**
	2. **Mentoring**
	3. **Time-table preparation**
	4. **Student counseling**
	5. **PTA meetings**
	6. **Assessment of student learning – home assignments & tests**
	7. **Organizing academic and cultural events**
	8. **Maintaining documents**
	9. **Administrative responsibilities- experience/exposure**
	10. **Preparation of progress reports**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : Irrelevant supporting documents and documents provided beyond the assessment period and hence cannot be considered input is edited according to it
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**
	1. **Self**
	2. **Peers (fellow interns)**
	3. **Teachers / School* Teachers**
	4. **Principal / School* Principal**
	5. **B.Ed Students / School* Students**
	(* 'Schools' to be read as "TEIs" for PG programmes)
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 or 3 of the above
	Remark : Input is edited from clarification documents.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**
	1. **Effectiveness in class room teaching**
	2. **Competency acquired in evaluation process in schools**
	3. **Involvement in various activities of schools**
	4. **Regularity, initiative and commitment**
	5. **Extent of job readiness**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. Any 1 or 2 of the above
	Remark : Input is edited from supporting documents .
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.**

	2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 7 Answer after DVV Verification: 59
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from supporting documents .
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : option 2 is considered as per supporting documents .
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from supporting documents .

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

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

Answer After DVV Verification :

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

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

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

Answer After DVV Verification :

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

Remark : Input is edited from supporting documents .

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

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	7	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	48	28	75	98

Answer After DVV Verification :

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

Remark : considering same claim for the 3.3.3. so input is edited according to it .

3.3.3	**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years** 3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	48	28	75	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	48	24	72	98

Remark : Inpuit is edited from 1.1

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years** 3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents as there is no supporting documents for metric.

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 10 Answer after DVV Verification: 3 Remark : Input is edited from clarification documents .
3.4.3	**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes** 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input is edited from clarification documents .
4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 2 Answer after DVV Verification: 00 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 2 Answer after DVV Verification: 2 Remark : Google drive link cannot be considered. Fixed projectors are not shown in the photos and hence cannot be considered. Input is edited according to it .
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55442	57316	421966	399010	176855

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.42

Remark : Input is edited as per audited statement .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11800	10000	79066	64775	40500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.0	0.75	0.0

Remark : Input is edited from supporting documents .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	69577	21450

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.26	.69577	.21450

	Remark : input edited from supporting documents .
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input is edited from supporting documents .
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above Remark : Input is edited from clarification documents.
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited from supporting documents .
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 8 Answer after DVV Verification: 4 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 Remark : Input is edited from clarification documents.
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	34	15	24	34

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents excluding days .

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

6.   Financial contribution

7.   Placement advice and support

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : Input is edited from clarification documents. add on courses are not considered here the provide photographs are not having any caption 4 ,5 ,6 can be considered.

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Financial support less than 2000 thousand per faculty will not be considered.

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

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

Answer before DVV Verification:

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

1	1	2	1	2

Answer After DVV Verification :

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

Remark : documents provided by the HEI are not supporting the claim input is edited according to it .

6.5.4	**Institution engages in several quality initiatives such as** **1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements** **2. Timely submission of AQARs (only after 1st cycle)** **3. Academic Administrative Audit (AAA) and initiation of follow up action** **4. Collaborative quality initiatives with other institution(s)** **5. Participation in NIRF** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : considering 1 and 3 input is edited .
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited from clarification documents.
7.1.4	**Institution has water management and conservation initiatives in the form of** **1. Rain water harvesting** **2. Waste water recycling** **3. Reservoirs/tanks/ bore wells**

4. Economical usage/ reduced wastage

      Answer before DVV Verification : A. All of the above

      Answer After DVV Verification: B. Any 3 of the above

  Remark : Input is edited from clarification documents.

7.1.6	**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

      Answer before DVV Verification : A. All of the above

      Answer After DVV Verification: D. Any 1 or 2 of the above

  Remark : Input is edited from supporting documents .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	26480	69577	21450

Answer After DVV Verification :

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

  Remark : Relevant expenses are not highlighted in the audited statement.Input is edited according to it .

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

    1. **Code of Conduct is displayed on the institution's website**

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

Answer before DVV Verification : A. All of the above

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

Remark : Input is edited from clarification documents.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>48</td><td>28</td><td>75</td><td>98</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>49</td><td>24</td><td>72</td><td>98</td></tr></table>
1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>110</td><td>110</td><td>110</td><td>110</td><td>110</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>44</td></tr></table>
1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>25</td><td>25</td><td>25</td><td>25</td></tr></table>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	1	28	43	54

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	1	23	40	54

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	1	28	43	54

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	1	23	36	33

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	48	1	32	44

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	48	1	32	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	2	2

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
903099	795816	1068147	1457439	863377

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.03099	7.95816	10.68147	14.57439	8.63377

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