



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**LATE KHATIJA COLLEGE OF EDUCATION ( B. ED)  
DEVGHAR POST. KHANIVALI TAL. WADA DIST.  
PALGHAR.**

**AT. DEVGHAR, VHAYA KUDUS, TAL. WADA, DIST. PALGHAR  
401204**

**[www.hewscity.com/lkbedcollegewada/](http://www.hewscity.com/lkbedcollegewada/)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

The Habib Educational & Welfare Society was established by Er. Mohd Shoeb Khan in the year 1993 with the mission of providing School & College Education to students of middle and lower middle class families.

Late Khatija College of Education Devghar, Kudus, Wada was founded by HEWS in the year 2009 and is affiliated to University of Mumbai. The college has grown rapidly in a short span creating a niche for itself in the educational field of Mumbai. This was just the beginning of a line of successful ventures that were to follow. The amazing speed with which one professional institute followed another was awe-inspiring today, the Habib Educational Empire has expanded to unimaginable dimensions. As of now, the Society runs sixteen institutes in all. Not only in Thane district but also in Palghar (Wada, Kudus)

The main aim behind establishment of the Late Khatija College education wada was to upliftment education among minority students specially disadvantaged groups among the Muslim minority 50% of the students belonged to the Muslim minority with majority this belonging to underprivileged classes our college provide a facility of to pay fees in installments

Late Khatija College of Education, Devghar, Post-Khanivali, Tal- wada Dist.-Palghar is situated at Devghar. The area is Adivasi dominated at Devghar, Wada and Palghar. The college is contributing to the higher education needs of Adivasis in wada area.

In our institution students from a diverse socio- economics and academic background are enrolled annually.

Students are admitted as per the quotas prescribed by Government rule of merit basis. In our institution every year applications from the students belonging to reserved communities are received and admission are given to satisfy 100% of the seats allotted on merit basis as per the reservation policy. Our college believes that students are most essential and crucial stakeholders and all essential efforts are made to make them professionally.

### **Vision**

The upliftment of Muslim Minority students through quality education.

### **Mission**

“Education for All”

We admit students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Dedicated and Experienced Principal
- Transfarant Feedback System
- Classrooms with ICT facilities
- Government Scholarship for students belonging to the Backward classes
- Counseling and personal attention to every students
- Green and healthy atmosphere in campus
- Computer lab with ICT facilities
- Highly qualified and Experienced teachers
- Mentoring
- Members of the Governing Body are eminent and experienced academicians and administrators
- Organization of Curricular and Co-curricular activities
- CCTV surveillance in the college campus
- Transparent admission policy
- Internship programme and teaching practice for students
- Admissions for diverse background student
- Well facilities to conduct sports and cultural program

### Institutional Weakness

- Need to focus on building research activitis and conducting seminar and workshop on research project.
- Being the non –aided institute financial constraints are faced

### Institutional Opportunity

- Conduct the Seminar and Workshop at National and State level
- Publish the research paper in National and International Seminar.
- Introduce Post Graduate programme
- Sign more MoUs with the other Colleges and Universities.
- To conduct collaborative activities with other Institute
- To introduce Online Programme or Certificate Courses

### Institutional Challenge

- Less opportunities of government job hence it is very difficult to attract students for B.Ed programme.
- Being non-aided institute difficult to generate the funds for the development of Infrastructure.
- No scope to design and development the curriculum.
- Readiness as per new NEP 2020.

- Complition of syllabus in time.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The Late Khatija College of Education, Wada is affiliated to University of Mumbai.
- The institution follows the curriculum framework of the NCTE and syllabus of the Choice Based Credit System as prescribed by the University of Mumbai for the B. Ed. Program
- Academic Calendar is prepared at the beginning of the academic year.
- The staff meeting are called by the principal for reviewing of the curriculum status of the each academic year and examination planning
- Collected feedback from both Students and Alumni members regarding the curriculum
- Time Table for internship programme, lesson guidance, project, and examination is prepared by the Institution.
- Various committees are formed in the beginning of the academic year for the smooth functioning of all activities.
- PLOs and CLOs are disploed on college website
- Value added courses are organized.

### Teaching-learning and Evaluation

- Admissions are given to the students from belonging for the reserve category students.
- The Late Khatija College of Education fills up the seats by strictly following to the seat allocation provided by the government of Maharashtra and University of Mumbai norms
- Admissions process is completed through the CAP round of Government of Maharashtra Guidelines.
- Mentoeing process is in place.
- ICT Facalities are available for Teaching and Learning
- Internship programme is systematically planned with necessary preparedness
- Aerge Pass Percentage of stuents is 94.36 % of our college.
- Well equipied Seminar Hall with ICT facility for organization of programmes.
- Movebale projectors are available for classrooms for teaching and learning.

### Infrastructure and Learning Resources

- The institute has 7 +1.3 acre of campus which meet the need of Stakeholders.
- The college has old building and new building with equipied with all infrastructural facalities like ICT facalities, Seminar Hall, LCD projectors etc.
- The college has Four Buses to make easy the transpotation of Students and Faculties.
- E-GRANTHALAYA -Software is used in Library.
- The college has 20 computers in Computer lab and 8 computers in library for students and faculties.
- The college has 100 mbps of Internet facality.
- The college has very big Sport Court for organiztion of the sports and cultural activities.
- CCTV cameras are installed in the cam pus.

## **Student Support and Progression**

- Transparent mechanism for timely redressal of student grievances including sexual harassment and ragging are in place
- Students are given support by giving the installment to pay the fees.
- Placement Officer is appointed and takes care of the Placement Cell
- Active student council
- Alumni participation to organize various activities.

## **Governance, Leadership and Management**

- Regular Meetings are organised with the management
- Decentralization and participative management system is in place
- The college has complete transparency in its financial, academic, administrative process.
- The institutional Strategic plan is effectively deployed
- E-governance are implemented.
- Academic Audit is done every year.

## **Institutional Values and Best Practices**

- The college has the policy to save the energy.
- The college uses LED lites to save the energy
- By enforcing the Prime Minister's "Swachh Bharat Abhiyan". Late Khatija College of Education Wada is always committed to maintain a clean college environment. It sets a good example for the Students, teachers and other staff.
- 'Fulfilling The Primary Need of Clean Water of the Society' is the first Best Practice of the College.
- 'Streamlining the Admission Process' is the Second Best practice of the college.

## **Research and Outreach Activities**

- Various outreach activities organized by the institution
- student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India.
- Functional MoUs with other institutions are signed.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	LATE KHATIJA COLLEGE OF EDUCATION ( B. ED) DEVGHAR POST. KHANIVALI TAL. WADA DIST. PALGHAR.
Address	AT. DEVGHAR, VHAYA KUDUS, TAL. WADA, DIST. PALGHAR
City	WADA
State	Maharashtra
Pin	401204
Website	<a href="http://www.hewscity.com/lkbedcollegewada/">www.hewscity.com/lkbedcollegewada/</a>

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">Minority letter 11zon.pdf</a>
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>	06-02-2021	60	

#### 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	AT. DEVGHAR, VHAYA KUDUS, TAL. WADA, DIST. PALGHAR	Tribal	1.3	60101.87

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	UG DEGREE	Marathi	100	100

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	0	0	0	0
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
Yet to Recruit				0



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

### Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	1	1	0	0	0	0	2
PG	0	0	0	5	8	0	0	0	0	13
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	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	49	0	0	0	49
	Female	51	0	0	0	51
	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	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	11	17	5	2
	Female	9	8	4	1
	Others	0	0	0	0
OBC	Male	2	3	2	1
	Female	8	5	6	3
	Others	0	0	0	0
General	Male	11	10	9	13
	Female	57	57	72	64
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	0	0	1	0
	Others	0	0	0	0
Total		100	100	100	84

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	In order to develop the all-round capacities of the students The college is preparing to include multidisciplinary subjects as per the National Educational Policy- 2020. The college is planning to
---	--

	introduce new Certificate and Skills Development Courses for students. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. The College is also preparing itself to have more of multi-disciplinary Courses.
2. Academic bank of credits (ABC):	As per the provision of National Education Policy 2020 (NEP 2020) is the introduction of the Academic Bank of Credit (ABC). The University of Mumbai has registered on the ABC portal. The students are informed to registered themselves on ABC portal. Many students are registered on ABC portal and got the ABC ID.
3. Skill development:	The college conduct various programme and activities for the skill development of the students. One day workshops on Skills development have conducted by the college. Being the teacher education college we focus to develop the Communication Skill, Speaking Skill and teaching skills of the students during the lecture.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi,being the muslim minority college and students belong to Muslim category and they speak Hindi ,Marathi,an d English,,Indian culture and heritage in curriculum of B.Ed.,teaches cultural values in Indian tradition. Through Drama and art in education we provide them exposure toward Indian culture. The college organizes 'The Gung' events, to promote integration of Indian Knowledge System.The college also celebrate 'Hindi Divas' to promote the Indian language.
5. Focus on Outcome based education (OBE):	Learning Outcomes have been appropriately defined at Programme & course level(PLOs/CLOs), Learning outcomes are analyzed by the result analysis. The results are communicate the students and teacher,it help teachers to improve the skill in their teaching. The curriculum of B.Ed is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	The teachers and students are familiar with the online education. In the COVID 19 all teacher were teaching through online mode. All the examination, lectures and meeting were conducted through online mode

hence, the college is ready for online education.

## 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
200	200	183	183	186
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	
Any other relevant information			<a href="#">View Document</a>	
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

## 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
100	100	83	100	78
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	64	96	97
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	84	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

# 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
15	15	15	16	16
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		

## 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
38.98	16.16	62.83	48.18	48.18
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 28

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The Late Khatija College of Education,Wada is affiliated to University of Mumbai.The institution follows the curriculum framework of the NCTE and syllabus of the Choice Based Credit System as prescribed by the University of Mumbai for the B. Ed. Program. Being the affiliated college we do not have any rights to revising the syllabus, the institute follow the curriculum given by the University of Mumbai.

**Institution in house practice of planning and/or reviewing, curriculum:**

**1. Academic Calendar:**

Academic Calendar is prepared at the beginning of the academic year. The meeting of the teachers is called to prepare the Academic Calendar by the principal. All the Curriculum planning and the activities are being planned in the meeting with date and time.Academic Calendar also consist the whole curricular and co-curricular activities throughout the year.

**2. Staff Meeting:**

The staff meeting are called by the principal for reviewing of the curriculum status of the each academic year and examinaton planning. The minutes of the meeting are taken for the implementations of reviewing and planning of curriculum.

**3. Feedback from Students and Faculty:**

Gather feedback from both students and faculty members regarding the curriculum. Their insights can highlight areas that might need improvement.

**4. Internship Programme**

Time Table for internship programme, lesson guidance, project, and examination is prepared by the Institution. It is displayed on the notice board for the students. Meetings and counseling sessions are also called to convey the internship programme.

**5. Committees:**

Various committees are formed in the beginning of the academic year for the smooth functioning of all

activities. The respective committee incharge/co-ordinator organize various programme. The programme / activity like World environment health day, Azadi ka Amrutmaha utsav, Nutrition food day, Hindi diwas, World no Tobacco day, Swatch Bharat Abhiyan, Human rights day, Yoga day, Digital India (drama). National water mission (save water) poster making, Gender sensitivity (street play) etc. are organised in college.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** D. Any 2 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 1.1.3

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

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

**Response:** A. All of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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:** 76.47

**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
13	13	13	13	13

**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
17	17	17	17	17

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 1.6

#### 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
02	02	00	02	02

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 1.2.3

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

**Response:** 0.63

#### 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
06	00	00	00	00

### 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:** B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 1.26

**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
4	3	1	1	3

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>

## 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:**

The institute follows the curriculum given by the affiliating University our Institute late Khatija college

of B.Ed is affiliated to University of Mumbai. The college runs two years choice based Credit System comprising four semesters.

The two years program consists theory and practices. The pedagogy courses chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc.,

The students acquire skills through participating in co curricular and extracurricular activities organized in the college. They learn while they are doing lesson plan, micro teaching, observation of school activities, and observation of lessons given by peers. Assessment techniques and support systems are imparted by teaching methods and its practical experience is given through practice lessons and internship. Various co-curricular and extra-curricular activities are organized during the year to provide the presentation skills, communication skills and speaking skills etc. While the internship programme students get opportunity to apply theory into practice, the skills they learned in internship make them ready to face the challenges and problems in life.

The syllabus of B.Ed College helps students to make ready by narration, skills of explanation, questioning, Micro teaching, Communication Skills, Personality Development help them to become excellent teachers. Students also learn the techniques like mapping, Experiential Learning, Case-based Learning, Inquiry-based or Inquiry guided learning,, Problem-based learning, role play, Model ABL, ADDIE Model, Constructive Approach, Script writing, Story board etc. are used in their lessons during internship for effective teaching and learning .

The curriculum of the institute develops Leadership quality, Self confidence, Class control and management ,Emotional Intelligence ,Critical thinking, Use of teaching tools , rapport building among the students. This helps students to become the best teacher in future. The activities like field visit to various places like Orphanage, Old age home, Visit to poor people in vicinity, ashram helps to develop the human values and attitude. They come to know the struggle in the society and think that how to overcome these problems.

### 1.3.2

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

**Response:**

Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective through following initiative

#### **1. Through the Curriculum:**

The curriculum of University of Mumbai for the B.ed Programme is followed by the Institute. The Curriculum of University of Mumbai includes the topic Educational Management gives the information

about the Development of School System, Functioning of various Boards of School Education, International and comparative perspectives Educational Management course also includes, the Characteristics of State, National and International systems of education with reference to the different boards such as State Boards, Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), Council for the Indian School Certificate Examination (CISCE) International Baccalaureate (IB), Cambridge International Examinations (CIE).

## **2. Assignments:**

Students are given the assignments related to the diversities of in school system in India. The topics like Improvement of the School System in India after Independence, Diversities in Various Boards of School Education in India, Variations in School System in India , An International and Comparative Perspective of the School System in India, assignments educational on policies etc.

## **3. Co-curricular Activities:**

Various activities like Elocution, Essay, Group Discussion and Debates are organised in the college to understand the students about the diversities in school system in Indian as well as in an international and comparative perspective.

## **4. Internship:**

Teacher internships are an essential part of educational training where students can gain experience in classroom instruction, administration and performing educational activities. Internships for teachers are opportunities for prospective teachers to participate in education-related tasks while enrolled at a college. Teacher internships are a way for future educators to gain experience working with elementary or secondary students in a classroom, learn about instructional policy and administration and get mentored by professionals in the education industry.

### **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:**

- Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education by following initiatives
- How to prepare for an interview
- How to prepare CV orientation is also provided by way of guidance which benefits the students to get jobs.
- B.Ed programme comprises theory and practical aspects which develops the personality of

student-teachers. It helps in acquiring mastery in communication skill, critical thinking.

- A Variety of leatures , internship activities ,project -based activities,co-curricular activities cultural activities, action research & learning resource, develop necessary knowledge, skills and attitudes about the teaching profession.
- During internship in schools . Before giving their lessons they take lesson guidance from the teacher educator. They also take unit test guidance before administering unit test in the practicing schools. Such experiences help the student teachers to be an effective teachers in the future.
- They would also learn how to prepare unit test ,answer keys and administer them in their professional field.
- Different co-curricular activities like conducting sports activities, cultural programmes develop different qualities such as leadership, coordination, planning, and organization of such activities
- The B.Ed students have to conduct action research on day today problems faced in classroom.
- It develops research attitude among student teachers and helps them to solve the classroom problems in constructive way.
- This would prepare the student teachers to undertake research in their teaching carrier and find out solutions to solve such problems
- The teacher educators give different type of learning experiences in their respective courses and pedagogies by using various methods and techniques like brainstorming, discussion, quiz, debate, games, role play , dramatization, CAI, CALL etc.

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

### 1.4.2

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



**Response:** E. Feedback not collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 96.8

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 41.2

##### 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
32	32	19	07	13

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.1.3

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

**Response:** 0

##### 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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

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

#### **Response:**

The Late Khatija College of Education is non-aided minority teacher education institution affiliated to University of Mumbai.

Following assessment process is in place at entry level to identify learning needs of students and their level of readiness to undergo professional education programme and Academic Support:

#### **1. Admission Process:**

The Late Khatija College of Education fills up the seats by strictly following to the seat allocation provided by the government of Maharashtra and University of Mumbai norms. The Institute follows the criteria set by the Government of Maharashtra for the B.Ed. Admission programme. The Maharashtra Government conduct the centralized Admission Process [CAP] for Graduate and candidates with 50% and with 45% in case of reserved category can apply for B.Ed. Programme. To get the admission for B.Ed programme the candidate have to qualify CET (Conman Entrance Test). After qualifying in CET the students are given admission in the college on the basis of merit and option given by students. Being the Muslim minority college, out of the total intake capacity, 50% of the seats are reserved for Muslim Linguistic Minority community, while remaining seats are filled by the norms given by the State Government for CAP round. The selected/admitted candidates list is displayed on the notice board. The College possesses linguistic minority status and follows the guidelines as set by the University of Mumbai and the Government of Maharashtra.

The Syllabus frame by the Government of Maharashtra for CET helps to know the readiness of the candidates for the admission of the B.Ed. Programme.

#### **2. Process of identify the different learning needs of students:**

To identify the different learning needs of students the college find out the Slow learner and Advance

Learner on the basis of their CET score. Various programmes are conducted for slow learner and advance learner i.e. Mentoring Session, Guest Lectures, Workshops/Seminars, Group Discussions etc.

### **3. Academic Support:**

#### **I) Counselling Session:**

Conduct an orientation program to introduce students to the B.Ed. curriculum, learning methodologies, expectations, and support services available.

#### **II) Group Discussion or Presentation:**

The college organises group discussions or presentations on educational topics. This assesses their communication skills, ability to express ideas, and engage in collaborative discussions.

#### **III) Celebration of National Festivals, Birth anniversaries of National Heroes and Educationalist:**

The college organises programs on the Birth anniversaries of national heroes and Educationalist. This helps to improve the Leadership skills, Communication skills, Management Skills and instills patriotic values among the students and broadens their knowledge capacity

#### **IV) Classroom Observation or Teaching Simulation:**

Organize classroom observations or teaching simulations where applicants demonstrate their teaching skills. This provides insights into their classroom presence and instructional abilities.

#### **V) Other:**

Students are encouraged to participate in inter collegiate competition, Internship programme, helps to prepare the lectures and provide the physical and academic support facilities like computer lab, Internet, Projector etc

#### **VI) Job Placement:**

The college offers jobs to students in our school and colleges as well as nearby colleges.

### **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:** E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** 13.33

#### 2.2.4.1 Number of mentors in the Institution

**Response:** 15

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

**1. Experiential Learning:**

Peer Observation, Shadowing Lesson Observation, Practice Lesson, Community Work, Educational Visits.

**2. Participative Learning:**

Encourage students to actively participate in discussions, debates, and group activities. Peer learning and collaborative projects promote critical thinking, communication, and teamwork skills.

**3. Problem-Solving Methodologies:**

Brainstorming sessions, Quizzes, Debates, Question & Answer Sessions.

**5. Focused Group Discussions:**

Arrange focused group discussions on specific educational topics.

This fosters deep exploration of concepts, encourages critical analysis, and allows for diverse viewpoints.

**6. Online Mode:**

Teachers use the online platform for online teaching like zoom Meeting, Google Meet, Youtube Videos etc.

**7. Case-Based Learning:**

Present real-life scenarios or case studies for students to analyse and apply their knowledge. This helps them develop problem-solving skills in educational contexts.

**8. Project-Based Learning:**

We assign projects that require students to research, plan, and implement educational initiatives. Projects address the topics like curriculum development, inclusive education, classroom assessment etc.

---

**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:** 64.94

**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
10	10	10	10	10

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** 79.5

**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: 159

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.3.4**

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

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

**Response:** C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

##### **Working in Teams:**

Late Khatija College of Education, Wada fosters a collaborative environment among UG students through small group settings under mentor supervision. With groups limited to 20-25 individuals, students are actively encouraged to participate in diverse academic and co-curricular events, honing their teamwork skills while preparing them for the challenges of professional collaboration.

##### **Dealing with Student Diversity:**

The college places a strong emphasis on inclusivity, advocating equity and equality among students, particularly those from underprivileged socio-economic backgrounds. Through tailored support systems encompassing financial aid, psycho-emotional guidance, and technological assistance, the institution ensures that every student has equal opportunities for success, focusing on developing essential life skills for a diverse cohort.

##### **Conduct of Self with Colleagues and Authorities:**

At Late Khatija College of Education, students are not just trained academically but also in professional conduct. They are acquainted with the institution's ethos, including its vision, mission, and code of conduct. Additionally, students are coached in essential soft skills, effective communication, team dynamics, and the art of engaging stakeholders within and beyond their professional spheres.

##### **Balancing Home and Work Stress:**

Acknowledging the stress of managing personal and academic lives, the college takes proactive steps to support its students. Orientation sessions are organized for the families of student-teachers to familiarize them with the program's rigor and offer coping mechanisms. Throughout the course, psycho-spiritual workshops and family counseling sessions bolster students' emotional resilience. Personalized interactions with the principal ensure a confidential avenue for addressing any academic or personal concerns.



### **Keeping Themselves Abreast:**

Late Khatija College of Education prioritizes keeping students informed and updated. Various awareness programs and assemblies are designed to introduce students to current knowledge, technological advancements, and evolving evaluation methodologies. These initiatives foster a culture of continuous learning, encouraging students to stay curious and engaged with emerging issues.

### **Projects and Activities:**

The college's mentoring approach extends to project guidance and activities. Mentor-led support ensures students develop critical professional attributes such as decision-making, effective communication, and teamwork. Projects are evaluated during showcasing sessions, providing students with valuable feedback to enhance their professional growth and reflective learning experiences.

### **Methodology and Research:**

Lecturers maintain a continuous monitoring system for students' progress, offering assistance in teaching methodologies, seminar presentations, and assignments. Collaborating with teacher educators ensures comprehensive feedback and support throughout the research process, ensuring the successful culmination of their research topics.

Late Khatija College of Education's comprehensive approach, encompassing academic, professional, and personal development, equips its students with the skills and mindset necessary for their future endeavors in the field of education.

#### **2.3.6**

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

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

**Response:** D. Any 2 of the above

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

### 2.3.7

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

#### **Response:**

Late Khatija College of Education, Wada alongside its commitment to fostering essential teaching skills, likely emphasizes similar aspects in its educational approach:

#### **Creativity:**

Encouraging students to actively create teaching materials using various mediums might be a focal point at Late Khatija College. Engaging in diverse pedagogy courses and employing multiple teaching models could aid in nurturing innovative lesson planning and creative teaching methodologies.

#### **Innovativeness:**

The college encourages innovative thinking by involving students in commemorating significant days and engaging in research projects tackling educational challenges. Such endeavors empower students to innovate and fostering inventive solutions to prevalent educational issues.

#### **Intellectual and Thinking Skills:**

Potential practical courses incorporating drama, scriptwriting, or concept mapping might serve as avenues for intellectual skill development. Competitions or activities emphasizing the design of concept maps could further enrich intellectual abilities, enabling students to adeptly process information and find effective solutions.

#### **Empathy:**

Courses aimed at self-understanding and the exploration of diverse case studies could contribute significantly to cultivating empathy among student teachers. Collaborations with organizations addressing social issues might deepen the development of empathy within the student community.

#### **Life Skills:**

Workshops on stress management and self-defense may reflect the college's commitment to holistic student development. These initiatives equip students with essential life skills beyond academics, showcasing the institution's dedication to comprehensive growth.

## 2.4 Competency and Skill Development

### 2.4.1

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

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

**Response:** D. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**

**4. Identifying varied student abilities**

**5. Dealing with student diversity in classrooms**

**6. Visualising differential learning activities according to student needs**

**7. Addressing inclusiveness**

**8. Assessing student learning**

**9. Mobilizing relevant and varied learning resources**

**10. Evolving ICT based learning situations**

**11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>

**2.4.3**

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

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

**Response:** A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.5**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.6**

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

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

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

B.Ed course in which both years school and colleges internship are conducted. First year Trainees have

3 weeks Internship and second year trainees have their internship programme for 16 weeks. In which they are expected to conduct lessons, observe peers and school teachers lesson, observation of school activities, conduct theme based lessons, prepare reflective journals, administration of Unit Test and analysis of results in the pedagogy of school subject. Students teacher conduct their internship in several schools like H.V. Patil High School Chinchghar, Z.P. School Gunj, Z.P. School Kudus, Z.P. School Narve, K.G. Patil High School Devghar, A.L. Chandavarkar High School Khanivali.

In view of the internship the following preparatory work is undertaken:

Schools are selected on the basis of medium of instruction. Internship Incharge Teacher visits the school for the permission of the internship. After approval from the school, teachers arranges for demo lessons for each pedagogy subject and conducts workshop to explain the making of the lesson plan in details, writing the objective Specifications, importance of teaching aids, importance of verbal and non verbal gestures in the classroom, organising cultural activities and other activities to be performed in the school as per the curriculum. Students are instructed to use several strategies and methods of teaching. Preparations of audio visual aids and assessment tools and techniques are encouraged. They design their own lesson plan with appropriate support materials, techniques and models as per level of class and subject. All the lesson plans are evaluated by the teacher educators before the lessons. Student teachers are encouraged to ask questions and clear their doubts before starting the internship. Incharge Teacher divides the students in groups and assign a Teacher Supervisor. Teacher Supervisor is responsible for the active participation of the students and completion of the internship. Teachers gives continuous feedback to the student teachers as an when required.

Internship assessment involves continuous and comprehensive assessment which improves their teaching and learning skills, classroom management skills, making of teaching aids to make the class more interactive and interesting etc.

#### 2.4.9

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

**Response:** 20

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

**Response:** 5

File Description	Document
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of interneers in each school	<a href="#">View Document</a>

#### 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:** A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Late Khatija College of Education conducts the internship programme for teacher trainees as prescribed in the syllabus given by the affiliating body of university of Mumbai. We, well organise and well plan schedule for internship students teachers are trained under able guidance of faculty members and are prepared for the field all aspects.

Students are allotted the schools in groups well in time before the internship programme commences so that they become familiar with the route and there is no challenge on the first day. Students are oriented for the details of internship programme also they contact incharge etc. The school principal is requested for the orientation on the first day of school internship.

The college adopts a well planned mechanism to carry out the monitoring and assessment of schools during the internship programme.

#### 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: A. All of the above

## 2.5 Teacher Profile and Quality

### 2.5.1

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

Response: 96.25

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

Response: 0

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 6

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

**Response:** 90

### 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:**

**Teachers put-forth efforts to keep themselves updated professionally through following activities:**

**In house discussions on current developments and issues in education:**

The teachers of the institution keep themselves updated regularly through the circular received them by the University of Mumbai. Teachers also read newspapers and update themselves with relevent news of education and all round development of Students, Teachers and Society. Some of the teachers also participate in Workshop/ Seminar related to curriculum and revised syllabus. The teachers who attend the Seminar/Workshop /Seminar share the information with all the teachers. The teachers also update their knowledge by appearing the NET/ SET examination. The teachers who are working in our college are qualified and some teachers are trying to qualify the NET /SET examination.

**Sharing information with colleagues and with other institutions on policies and regulations:**

The Principal organizes meetings and open discussions related to the new changes in curriculum and tries to overcome its challenges. The discussion about new changes regarding Examinations and Internship are shared among the colleagues and other Institutions by organizing meetings and sharing the information through social media like Whatsapp, Facebook and Email etc..

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

Late Khatija College of Education is affiliated to Mumbai University hence continuous internal evaluation is practiced. B.Ed is a two year course and conducted semester wise. Each semester has internal tasks to be completed by the students. Ability courses, project based courses and audit courses which enables the teacher educator to continuously assess the performance of the student teachers. First year consists of 200 marks and Second year consists of 400 marks in the internal assessment. It is necessary for the enhancement of student teacher relation it helps to develop student's personality and boost their confidence. Students Score these marks after performing and completing Class test & Essay test, Assignment, Internship etc. They develop various qualities like planning, critical thinking, communication skills, etc. which provide following additional qualities:

1. **Timely feedback:** It provides students with regular feedback on their performance helping them identify areas of improvement.
2. **Holistic assessment:** CIE allows for a more comprehensive evaluation of students skills and knowledge as it covers various aspects of their learning.
3. **Reduce pressure:** By distributing assessment throughout the term, it reduces the stress associated with high stakes exams.
4. **Improve learning:** Regular assessment encourages students to stay engaged with course material and promote deeper understanding.
5. **Identification of learning gaps:** Teacher identifies and guides the students in the areas they are struggling and offer additional support.

#### 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:** D. Any 1 of the above

#### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Mechanism for grievance redressal related to examination is as follows:**

- The grievance committee has been formed in the college.
- The photocopy facility is available for students; if one have any doubts for his/her marks.
- The college teachers guide students at university level, if needed.
- Students can apply for the re-evaluation of answer book.
- Exam Committee look after the grievance if not getting Hall Ticket for the examination

- Exam Committee solve the problem of different subject mentioned on the hall ticket.
- Correction of Name in the hall ticket as well as Marksheet
- If result is not declared of any student the college send the mail or application to the university.
- If any student is marked absent in papers appeared by him/her the college communicate it to the university.

#### 2.6.4

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

##### **Response:**

The institution adheres to academic calendar for the conduct of Internal Evaluation Late Khatija College of Education is affiliated to University of Mumbai. The college prepare academic calendar before starting the academic year. In the academic calendar we decide the responsibilities of faculty regarding internal and external evaluation.

Following are the conduct of internal evaluation.

- Class test & Essay test
- Assignments
- Internship
- Community work
- Co-curricular activities

Internal evaluation conducted in the above given manner. We conduct test in the classrooms under the supervision of the teacher. Teachers give assignment as internal evaluation for all the three subject semester wise. Students have to write other internal assignments like report on community work and co curricular activities they performed. During internship students get trained by giving lectures, conducting competition, functions, test and activities by their students. This internal evaluation helps them to develop confidence and gain more experience. Academic calendar helps the institute to work smoothly.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Response

All the teaching learning components at Late Khatija College of Education are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University.

- 1.The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches.
- 2.The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system.
- 3.The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.
- 4.The practical activities in alignment with PLO include assignment, seminar presentation, observations, reflective journal, subject textbook review etc. which facilitates critical, reflective thinking and communication.
- 5.Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.
- 6.Research work focuses on global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.
- 7.Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching.
- 8.Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. Induction programme, celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications.
- 9.Value added courses provided by the college develop a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective level. Time tables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course. The institution conducts internal assessments in each semester to

prepare the students for their final examination.

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 94.36

#### 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
97	96	79	99	64

#### File Description

Data as per Data Template

#### Document

[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 assessment to improve guidance in student learning are quiz, brainstorming, test, writing and assignment that teacher make in their class on regular basis. The college has a well planned and systematic process of collecting and evaluating data on programming course learning outcomes and uses them to overcome the barrier to learning.

As per continuous assessment depending on the course style several method for continual evaluation includes class test, seminar, assignment and project etc.

Different ways in which the student and staff are made aware of learning outcomes are as follows:

1. Teacher plan those learning activities in the subject class that can motivate learners to analyse their learning outcomes.
2. The name of meritorious student are prominently displayed to encourage new learner to work in the right directions such meritorious student are facilitated for their programmes during annual day
3. Along with the intended learner outcome of other Co curricular and extracurricular activities are also communicated to students from time to time in classes also that they understand the importance of developing an all round personality.

4.Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework quiz exams report essay case study analysis and other performance.

#### 2.7.4

##### **Performance of outgoing students in internal assessment**

**Response:** 80

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

Response: 80

File Description	Document
Data as per Data template	<a href="#">View Document</a>

#### 2.7.5

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

**Response:**

Late Khatija College of Education conduct various activities during the course in which students gets opportunity to come up with their skills. Before taking admission in B.Ed, students have to give an entrance examination i.e. CET in which they have to score marks according to their knowledge and thinking. After becoming eligible they can get the admission in the B.Ed college. At the start of the course they do not have that quality in them that a teacher should have. During this course they learn and get trained to teach many students, they get moulded by our institute professor. Student Teacher learn how to handle students, how to plan their lesson, how to conduct activities, etc.

We Conduct various activities in that we include the students. Those students plan the agenda and do all the arrangements. They give ideas according. We also conduct competition like handwriting, music,speech, mehndi, drawing, poster making, rangoli, best out of waste, etc. After this we give certificate to those who perform best. Doing this students develop confidence, they become independent to conduct any activities, events or any program.

Students get awareness about their strength and weakness so that they can deal with the future challenges and opt for good opportunities and be independent.

## 2.8 Student Satisfaction Survey

### **2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.49



## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

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

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

### 3. Undertaking appraisals of institutional functioning and documentation

#### 4. Facilitating research by providing organizational supports

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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:** D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>

## 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

**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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

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

**Response: 0**

**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
00	00	00	00	00

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 100

**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
200	200	183	183	186

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 47.58

**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
125	151	0	96	81

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.4

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

##### **Response:**

Late khatija college of Education organizes outreach activities in the community with participation of students in various education, health awareness fields active viz. education programme, current Social issues, women empowerment, environment protection etc.

Outreach activities are meant to engage a large audience and to bring knowledge and expertise on a particular topic to the general public. Outreach activities can take several forms, such as college presentations, workshops, public talks and lab visits, etc. The objective of outreach is to explain the benefit of research to a larger public.

As the teacher training college this is very important to make our student teachers aware of the social needs, problems in society related with the education facilities, health issues, schemes or policies provided by the government.

##### **FIRST AID DAY:**

Our college students celebrate First Aid Day by performing Nukkad natak and Street Play. To show vigilance and awareness related to First Aid.

##### **SWACHH BHARAT ABHIYAN:**

Our College conducted Swachh Bharat Abhiyan by cleaning nearby areas and college campus and students performed cleaning activities of their home and made posters on clean Bharat.

##### **WORLD ENVIRONMENTAL HEALTH DAY:**

By Plantation Activity our students create awareness and importance of tree plantation for our environment. They also made posters and wrote Slogan for saving trees and their benefits to our environment and encourage public for planting more and more trees.

##### **NUTRITION FOOD DAY:**

Nutrition Food Day was celebrated by distributing nutritious food, fruits pulses etc, to the nearby surrounding and a visit to the old age home (Rajput Foundation).

##### **BOOLD DONATION CAMP:**

Late Khatija College of Education Wada did Voluntarily work by B.ed students in MS College of Pharmacy.

With this activities students learned many values like humanity, empathy, co-operative services towards the society etc. Working outside the college campus gave avenues for students to reflect and

learn, gain self-confidence, autonomy, respect and appreciation for others, to develop competency in community work and to be adaptive which help to become able leaders and morally conscientious citizens.

Community outreach involves providing professional services, or services of a specific expertise, to a group of people who may not otherwise have access to those services. It is performed where those in need are located.

Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals. show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 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: 0.8**

**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
02	02	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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: 2**

**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: 02

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>

**3.4.3**

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

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

### 7.Linkages with general colleges

**Response:** D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>



## 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:**

The Policy of the college is first and foremost to develop adequate infrastructure for effective teaching and learning in tune with the vision and mission. The Late Khatija College of Education, Wada, has well infrastructure and physical facilities for students as per requirement of the University of Mumbai. The institute has 7 + 1.3 acre of campus which meet the need of Stakeholders. The Academic building has all the essential facilities like Water Purifier, Fire Extinguisher, and Sanitizer. The Institute has constructed new building for Pharmacy college, which is well equipped infrastructure. We use this building facilities when as an required.

#### **Instructional facilities:**

Instructional Area	Count
Classroom	11
Library and Reading Room	01
Seminar Hall	01
Computer Center	01
Principal Office	01
Board Room	01
Office all inclusive	01
Central Stores	01
Exam Control Office	01
Girls Common Room	01
Canteen	01
Sports Field	01

- All classrooms are well maintained and utilized for teaching and learning purpose.
- Well equipped library.
- ICT enabled Seminar Hall
- **Computer Lab:**

The computer lab is available in the college. It has 20 computers with internet facility. Student use computer lab to collect the information for

project and also use for references books reading.

- The College Campus is enclosed under CCTV Surveillance.
- **Sports field and sports complex:**

To support sports activities one sports field and sports complex are available in the college.

• **Canteen:**

Canteen is available in new building.

• **Parking Facility:**

The college has provided a wide parking area

Library is automated using integrated library management system ILMS Library of institute is on the Ground floor room No of the College. Library Remains open 10.00 AM To 5.00 PM It has A Collection Textbooks, Reference Books, Project Books Of the student, Journals, Newspaper etc.

- Automated Library management system
- Library is partially automated in January 2019 with e-granthalaya software.
- OPAC Facility is available for the user.

With help of e-granthalaya software following option is carried out.

- Book Acquisition
- Cataloguing
- Circulation
- Serials
- Drama and Arts Facilities
- Mathematical Lab
- ScienceLab

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

#### 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: 02

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.1.3

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

**Response:** 2.24

**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
.74	2.88	.77	00.0	0.42

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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 Late Khatija College of Education, library is fully Wi-Fi enabled and has a well seating capacity of users. The library is well equipped with all the facilities for students and teachers and provides them with sufficient teaching- learning material. The library has sufficient books to refer for the core and elective papers as well as for professional growth.

**The books are issued for a week to the students and teachers.**

**The Librarian ensures the students make optimal use of the library.**

**Library Automation**

The Late Khatija College of Education , Wada, has adopted paperless functioning through the use of E-Granthalay by using **E- Granthalay software**. All the Library functions are fully automated and are as follows:

- **Salient features of E-GRANTHALAYA:**
- **To Issue and Receive books:** The books of the library are given the library code numbers. The E-Granthalaya is used to issue and receive the books. It keeps all entries of stakeholders.
- **To the Billing:** The E-Granthalaya allows the Librarian to process bills.
- **The Search Engine (OPAC):** OPAC (Online Public Access Catalogues): As soon as when the new books are purchased and processed, their bibliographic description is added in the OPAC. It can be accessed through Internet. Stakeholders can also view their own account through OPAC.
- **To Generate Reports:** Various reports can be generated by using this software.
- **Annual Stock Verification:** The E-Granthalaya is used to generates the reports for number of books available, issued, returned & purchased every year.

The Library working hours are between 10.00 am to 5.00 pm for students as well as for Faculties. Adequate number of text books & reference books are available in the Library.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

Yes, the Late Khatija College of Education, Wada, library has remote access facility and its users are using it.

The library timings are from 10.00 A.M. to 5.00 P.M. on all working days.

**The Membership of Library:**

All the students and faculty members of the institute are eligible for membership of the library. The registered students and teacher are issued Borrowers card to borrow books. The Library Rules for students and faculties are displayed on notice board. The library has sitting arrangement for 100 students.

The College Library is a window to the latest information in teacher education, sciences, humanities and social sciences, for both the students and teachers. Being an integral part of academic and research work, The library provides Information services to support the teaching and learning, research and outreach activities of the college by creating state of the art facilities and offering innovative services keeping students at the heart of the library hub, the library is engaged in designing and delivering need

based information services. One such service was premating remote access to the library services through the automated software e-Granthlaya. The liberian can acquire books, catalogue, circulate and loan, and manage book inventory. Students and staff have access to varied collection of books and journals of different publication online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library User Education programme. However, in college event that students and staff are unable to access, an alternative is to use access through the college email and password. Students are thus able to access UGC and its affiliate libraries. The inventory of all the books browsed can be accessed. This provided the students and staff to ascertain if the material they need is available in the college library. The books to have be checked out physically using the library automated service. To expand library holdings, the college embarked on a journey of identifying pertinent e-Book related to the education programmes and educational research. Electronic copies in pdf format and /or links to the e-Book are sent to the library email, the electronic book are downloaded in to the drive , catalogued and uploaded into the library catalogue .All e-Book can be available for referencing online without eliminating the physical check out requirement. More than one user can access the e-Book Simultaneously. Students and faculty are continuously involved in the process of identifying e-Book. The college Alumni Are also encouraged to Support the library's efforts by identifying, downloading and donating e-Book to expand the colleges existing library base.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.09

**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
0.45	0.0098	00	00	0.003

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 2.5

**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: 90

**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: 100

**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: 99

**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: 120

**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: 129

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

#### 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	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The college has good quality IT facilities available for teaching-learning, research and administration. The ICT facilities are available to the staff student and teachers. The college has well established IT facilities and are being kept on updating as per the need of the hour. The college provides a variety of ICT facilities for the smooth implementation of daily academic and administrative activities. The college has sufficient number of computers, printers, scanners, LCD Projector to help students and teachers to carry out academic activities smoothly. The Late Khatija College of education has Desktops for students 28. The computers of the Computerlab are connected with LAN and internet facility.

The college updates IT facilities like WiFi, computer software, hardware etc. by appointing external agencies on contract basis.

The college is currently using 100 MBPS internet connection for all purpose. Wi-Fi facility is also

available for mobile phone and laptops. This is also updated as and when required. The CCTV cameras are installed in the college campus. The CCTV cameras are being checked and updated regularly.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio for last completed academic year

**Response:** 7.14

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3

##### Internet bandwidth available in the institution

**Response:** 100

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

Response: 100

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

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

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



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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 1.34

**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
1.31	.12	0.64	.48	.33

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

The College has a precise system in place for the maintenance and utilization of all its physical and academic facilities.

**Classroom Management:**

The classrooms are well equipped with LCD Projector with Internet connection also CCTVs installed in each classroom for the safety and the security of all students. The cleaning and maintenance are done regularly.

**Computer Lab:**

The computer lab contains 20 computers. All the computers are connected via LAN to each other. Students use this lab for their Project work, to make the PPTs and to collect the information. The teachers also use the lab for their Online assessment of Answer Papers, to make the PPT presentation and to get new information. The computers and Internet facility –WiFi are updated as and when required.

**Library:**

All members of the library have been given the code number. The books are issued on regular basis. The necessary notices for user are displayed in the library.

Students are instructed to handle the books/ newspapers and other reading material carefully.

**Other:**

Cleaning the campus and Maintenance of Computers, updating software and all over maintenance of the infrastructure, Printers, CCTV, Garden and Security Guard are in place.

**College Website:**

The website of the college is maintained and updated with the help of expert services. All the necessary information and notices are displayed on website.

**Sports Facilities:**

The Sport's Ground is cleaned every day by the appointed workers. Sports activities are organized by the college.

Institute has adequate physical, academic and support facilities for all stakeholders. Maintenance and optimum use of these facilities is ensured by implementing various procedures and systems for benefit of all stakeholders.

File Description	Document
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:** E. Any 4 or less of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** D. Any 1 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 0

**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
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 7.22

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

**Response:** 7

**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	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 0

**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
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

Late Khatija college of education (B.Ed) has a representative body of the students in which students are elected every year at the start of the academic year.

Student representatives coordinate the various activities and responsibilities assigned to them by the school. They serve as a link between students and faculty members, and the university.

The representatives provide information on the various activities carried out by the faculties and the college, as well as on how students receive decisions from college authorities. Meetings of the college representative body and administration are held periodically to work on the various activities of the college. The various activities carried out by the student representative body are financed by the college.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 0.4

**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	0	0	01	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The college does not have register Alumini Association but the Alumni always help to the development of the the college.

These members are invited to the institution on various occasions, such as Teachers' Day, Annual Function and Orientation Day to motivate students, share their personal experiences within the framework of their professional abilities. We have created the whats app group of alumni for instan communiccation. Alumni also help to increase the admission.

- The college conducts various programs with the support of Alumni.
- Alumni supports to conduct "The Gung" event. Also to organize Sports and Culttural activities.
- Alumni are called as resource person for the event.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### **5.4.3**

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

**Response:** 6

#### **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
2	2	00	00	02

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



#### 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:**

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 as follows:

- The alumni delivered lecture for freshers and share their experiences.
- Alumni are called when there is need any help.
- The Alumni also train current student,in various field,the talent they have expert in.
- The Alumni also give good feedback by mouth publicity to increase the admissins.
- The Alumni give their study material to the newly addmited students as free.
- The Alumni also help by Judging various competitions such as Rangoli Competition,Dance competition, Singing,etc. in the college day's.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

## 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:**

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

The Vision and Mission of our college is:

**Vision:**

“The upliftment of Muslim minority students through quality education.”

**Mission:**

**“Education for All”**

We admit students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

**Nature of Governance:**

The college follows a participatory mode of governance with all stakeholders participating actively in its administration. The College is run by Habib Education Society, Mumbra.(HEWS)

The teaching faculty is involved actively in C.D.C/ L.M.C (College Development Committee/ Local Management Committee) being main decision making body. The Governing council and management take active part in making policy decisions with the help of Principal of the Institute. The college has formed various committees for the participatory management. All committee heads contribute to governance of the institute through various committees. The institute has formed College Development Committee, Internal Compliance Committee, Anti Raging Committee, Examination Committee, Student Grievance and Redressal Committee, Women Development Cell etc.

The management of the college provides well-timed guidance to promote conducive learning. The student -teachers are encouraged to continue learning after completing their formal teacher training programme. The College Development Committee takes active lead in planning, monitoring and evaluating the various academic and administrative processes. The principal of the college invites Staff Meetings on regular basis to plan and conduct activities as per Academic Calendar. The faculties of the college participates in planning and execution of various activities as they are members of various committees.

The teachers and members of the students council encourages all students.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

**The administration of the Institution is decentralized and participative management at the following stages:**

##### 1. College Development Committee:-

The College Development Committee (CDC) is constituted by all heads of department to discuss the various issues concerning the academic as well as administrative problems. The CDC is formed as per the norms of the University of Mumbai. The governing council nominates members from various fields as per university norms. The members of the CDC looks after the overall development of the college and full fill all requirements necessities of the college.

The meetings of the CDC are called four times in one academic year, mainly to look after requirement of the college to purchase, maintenance, up gradation and upkeep of all the hardware, software, ICT devices, Laptop, Projectors, and Internet services etc. for all departments. The Governing Council reviews the needs and requirements of various departments.

##### The Principal of The College:

The Principal is the academic & administrative head of the college. He looks after the overall development of the college. He calls the staff meeting to executive the functioning of the college as per the Academic Calendar. He gives the valuable suggestion to the teaching and non-teaching staff for smooth functioning of the college.

##### 1.The Department Heads:

The heads of Departments are authorities to conducts various academic/administrative/curricular/extra-curricular activities.

##### 1.Librarian:

**The department of library conducts following activities duties**

1. To complete the orders of new books as per revised syllabus.

2. To conduct the Library meeting for review of new book Purchase, Library facilities, and requirements of Library.

#### **4. The Administrative office:**

The college displays the online process of admission along with various circular notifications of the University and the Government for the respective academic year by putting on the notice board of the college.

#### **5. The Alumni Association:**

The alumina are invited to participate in various programmes organized by the college. The alumina are invited as per the skills they posses ie. Guest Lecturer, Examiner, Resource person etc.

#### **6. Student Council:**

The members of the student council take active part to organize the college activity ie. Birth and Death anniversaries of the great personalities, Celebrations of the Days', Annul Function etc.

#### **6.1.3**

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

**Response:**

#### **Financial Transparency :-**

The College preserves transparency in its financial, academic and administration functions . To Maintain the Financial Transperancy the college conduct Audit Regurally by the authorised auditor.

#### **Academic Transparency:-**

The College strictly follow the the Academic Calendar. Admission notifications are made through government or CET cell and on its website. Admission process of the college is fair and based upon merit and entrance test taken by CET Cell, Govt. of Maharashtra. Complete Transparency is mainten in Examination.

**Administrative Transparency:** - Meetings of the College Development Committee are helped regularly. All points realated to the college development are discussed in the College Development Comittee.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

- **The institutional Strategic plan is effectively deployed as follows:**
- The Management Constructed new building for students.
- Computer lab is established
- Computers are provided to the students.
- LCD projectors are provided to the students to increase ICT facilities.
- Seminar Hall is prepared for the programme.
- Teacher has been appointed as ‘Paper Setter’
- The management has purchased four buses for the college students.
- The Boarewell has been installed to provide water facility to the students.
- Well maintained ‘Sport Court’ has been prepared for the students.
- CCTV cameras are installed for the safety and security of the students.
- Security Guard has been appointed.
- Library has 8 Computers for students in the library

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.2

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

**Response:**

The Late Khatija College of Education, Wada is a minority college run by Habib Education Society. The college was established in 2008. and is, the Non –aided college in the district of Thane. The college is affiliated to the University of Mumbai. The management of the college plays the important role in administration of the college confirming smooth functioning of the college. The principal is the head of the college. The principal of the college works in collaboration with the Management for smooth functioning of the college.

### **College Development Committee:**

The institute has formed the College Development Committee. The committee look after the development plan of the institute related to the academic, administrative and infrastructural growth. The CDC meetings are called by the principal.

### **The Principal:**

The principal is the head of the institution. He implements all the directive of management body in accordance with the norms of the UGC, Government of Maharashtra and other regulatory agencies.

### **Other Committees and Cell:**

The administration of the institute is supported by various committees and cells like RTI, WDC, Anti Raging Committee, Examination Committee, Student Grievance and Redressal Committee, Library Committee etc.

### **Appointments:**

For the recruitment of all teaching and non-teaching staff of the college, the institute strictly follows the rules of the Government of Maharashtra and University Grant Commission.

### **Service Rules:**

The college is running on permanently non aided basis. All teaching and non-teaching staff are appointed after interviewing by the management and the principal. Service rules are followed given by the Government of Maharashtra and the University of Mumbai.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### **6.2.3**

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

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

**Response:** D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.2.4

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

##### Response:

Late Khatija College of Education focuses on overall development of the institution. It has formed various committees and cells that operates through regular meetings periodically. The functions of these bodies are properly defined to achieve a desired outcome. The committees formed are as follows:

- 1.College Development Committee (monitor the academic administration)
2. Curriculum Planning Committee (implementation and execution of the course)
- 3.Examination Planning Committee (to carry out internal work and university examination)
- 4.Grievances Redressal Cell (deals with complaints of students)
- 5.Alumni Committee (helps college to conduct activities for development)

All the activities that are organized be it a workshop, seminar, field visit, guest lectures, cultural event, community work, internship program are meticulously planned and discussed in detail in the meetings. All the stakeholders are taken into consideration while implementing the action taken by the committees. It helps in the overall progress of the institution.

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

##### Response:

- **Staffroom Facility:** The college has well-furnished staffrooms with internet connection and drinking water facility. Staff is provided with separate lockers and washrooms.
- **Teaching and Learning Facility:** Library resources, journals, ICT facility are all made available for the staff to enrich their content and deliver best
- **Leave Sanctioned:** Duty leave is provided for attending Workshops, Seminar and Conferences. Teaching Staff can avail 13 days of Casual leave and medical leave or Sick leave if necessary.

Non-Teaching staff can avail 11 days casual leave and medical leave if required. Female teaching and non-teaching staff can take maternal leave for 3 months. Free Uniforms are provided to Non-teaching Staff.

- **Performance Appraisal:** The performance of the staff is appraised annually. Annual appraisal is rewarded to all the staff members. Teachers who took innovative initiatives they are additionally rewarded with salary enhancement based on their performance.
- **Recreational Facility:** Conducive learning environment is created to give job satisfaction to the employees. activities are planned in coordination with the staff members like sports activities and lunches.

### 6.3.2

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

**Response:** 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

### 6.3.3

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

**Response:** 0

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

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



File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>

#### 6.3.5

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

**Response:**

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of improvements and provide necessary opportunities for the staff.

**The appraisal system in the college is as follows:**

- Performance Appraisal form focus on following points:
- Education Qualification
- Experience
- Participation in research Work

- e. Participation in extracurricular activity
- f. Professional Development

The college has its own appraisal form based on above mention criteria. Appraisal forms are collected from the staff and evaluated by the principal and management.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

##### **Response:**

The college audit is conducted once in a year by the external auditor as per the guidance note issued Institute of Chartered Accountants of India (ICAI) with reference to provisions of the Income Tax Act applicable to educational Institute. All necessary bills, Books of accounts, voucher files and bank statement are audited at the end of each financial year by the external auditor which is appointed by the management. The observations and remarks of the auditor are duly complied with to satisfaction of the auditor.

The college conduct document audit also. The college appoint a special committee to check the document of all pass out students. Hence, it helps to keep transparency in Audit.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

### 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
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

The institution acquires funds from various sources like students' fees, The collected funds are used for physical and academic facilities, building maintenance, C.C.T.V. The institute collects fees from students. Scholarship and free ships for reserved category students are provided by the Government of Maharashtra, and the remaining balance fees are collected directly from the student.

The College also utilizes these funds are utilized for purchasing the books for the library, Infrastructural Improvements, Learning material for activities, Security Purpose, Housekeeping, Repair & Maintenance, Electricity, .Internet Charges, University expenditure towards eligibility fees, enrolment fees, registration fees etc. are paid. Major proportion of funds is allocated for remuneration to the teaching and administrative staff.

### 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:**

The college has formed CDC as per the guidelines of University of Mumbai and the college have also formed various committees and the work done by all over the committees are assure the quality to develop the college as per the needs of stakeholders.

**The College Development Committee:**

The CDC meeting are called by the principal and all requirement are discussed in the meeting. After the approval by the management requirements are fulfilled. Its help to the college development in various areas like infrastructural development, improvement in academic facilities etc.

### **The Committees:**

The incharge / coordinators of various committees conduct various activities for sustainable development of the college like exam. committee conducts all the examination ,notices to the students, results etc. The admission committee looks after to fulfill the admission as per the intake capacity. The Student Council and Alumni give the active support to conduct the Cultural and Sports activities. The committees also organizes Blood Donation Camps, Field Visits, etc. The cultural committee celebrates the birth and death anniversaries of great personalities. Staff meeting are also called by the principal as and when required. All the decisions are taken for implementation for college development.

The College has formed Examination Committee, CDC, Library Committee, Cultural Committee Sports Committee, Student Council etc.

### **6.5.2**

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

#### **Response:**

Institution has its own system of reviewing the teaching and learning process as follows

#### **Feedback on Teachers:**

The feedback on teachers is asked by the students. If any teachers joining the college he has asked to deliver the demo lecture. Demo lecture is observed by the experience teacher and also the student's feedbacks are taken in to consideration. Feedbacks regarding communication skills, preparation of the subjects, and delivery of lecture, punctuality, class control etc. of the teachers are also observed by principal / the experienced teachers

#### **Analysis of Students Results:**

Student academic performance is reviewed by doing result analysis. Result Analysis outcomes are communicated to respective teachers to improve /method of teaching so that students can improve their marks and passing percentage.

#### **Projects and Assignments evaluation:**

Students are given projects and assignments, which are evaluated by teachers. This evaluation helps teachers to determine students' capacity to learn specific topics.

#### **Self Appraisal form**

The college has self appraisal system. The self appraisal forms are collected from all teaching and non teaching staff. These appraisal forms help to know the improvements areas of teachers

### 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:** 3.8

**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
06	04	02	04	03

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

The institute has the functional College Development Committee which look after the growth and development of the college. The decisions taken in the meeting are taken for the action. Feedback, from students on teachers and curriculum are collected for the improvement of the Teaching and Learning. Result analysis is done by the examination committee and communicated to the teachers and students. The Cultural department organize cultural activities. The cultural committee also celebrate the Birth anniversaries of the national heroes. Department of Sports organizes sports activities.

The various committees Like Library WDC, Student Council, Grievance and Redresal Cell. The College has also functional MOUs with vicinity colleges. The college organizes 'The Gung' Event to promote the strengthen qualities of students.

## 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:**

The college does not have any alternative energy sources but the college has the policy to save the energy. They are given the instructions to switch off all equipments when it is not required ie. Fans, Tube lights, computers etc. Students are given strict notice to switch off the lights and fans whoever will be the last in the classroom. The teaching and non teaching staffs are also instructed to switch off all electric equipments whenever no required.

The instruction are given time to time. The staff also follows the rules of energy policy.

The college building has large airy classrooms with maximum utilization of natural light and cross ventilation. This reduces the need for fans and lights during most of the day and also minimizes the use of air conditioners which in turn reduces electricity consumption. The college is replacing the tube lights and bulbs with LED lights. The teachers, students and non teaching staff are informed to shut down the computer down when not in use. There is provision of regular maintenance of electrical equipments to minimize unnecessary usage of electricity.

#### 7.1.2

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

**Response:**

**The college policy for implementation of waste management**

The college encourages environment friendly waste management practices as follows:

**Solid waste management:**

Students and teaching and non-teaching staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the institute. The college makes all the arrangements and pays attention to the cleanliness of the campus and encourages students and staff to follow effective waste management practices which include process of 4R REFUSE, REDUCE, REUSE and RECYCLE before disposal.

**Segregation of dry and wet waste :**

Separate dustbins are used for different types of wastes. Segregation of the waste is done in the campus,

for this dustbins are well placed in the campus labeled as 'Wet Waste and Dry Waste.

**E-waste management:**

The college takes efforts to minimize e-waste. Regular maintenance by technical staff and reutilization of spare parts of discarded electronic devices is a common practice. Non functional computer and peripherals are repaired and reused. Old monitors and CPUs are repaired by our technician and reused. The college has appointed a staff to look after the overall E-waste management, and for the repair and maintenance the computers.

**Liquid Waste management:**

Liquid waste from the points of generation like the water tanks and toilet etc is let out as sewage into a proper drainage to avoid stagnation. All the liquid waste from washroom, bathroom is collected into soakage pits through organized drainage. Regular maintenance are done to ensure zero percent leakage .

**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

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>

**7.1.4**

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**



**Response:** D. Any 1 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

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

**Response:**

By enforcing the Prime Minister's "Swacch Bharat Abhiyan".Late Khatija College of Education Wada is always committed to maintain a clean college environment.It sets a good example for the Students, teachers and other staff.

**Cleanliness:**

The college has appointed the staff for cleanliness of the campus.It ensure that the campus is cleaned every day.It is taken care that the campus is clean and healthy.Weeding of unwanted grass is done on regular basis in the college campus.

**Sanitation:**

Separate dustbins are used for different types of wastes.Segregation of the waste is done in the campus, for this dustbins are well placed in the campus labeled as 'Wet Waste and Dry Waste.

**Green cover and providing pollution free healthy environment:**

The college is located in rural area.The campus is covered with lush green trees.The college also conducts Tree Plantation Activity.The college conducts various activities like Swachata Bharat Abhiyan, awareness campaigns, talks ,poster competitions on a regular basis.Students are taught to keep the environment pollution free and healthy.Necessary posters and notices are displayed in the college campus.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### 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:** E. None of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>

#### 7.1.7

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

**Response:** 0.44

**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
00	00	00	.60	.35

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 7.1.8

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

**Response:**

The Late Khatija College of Education has organizes various activities in its undertaking to leverage the local environment, locational knowledge and resources, community practices and challenges.The institution has conducted following activities:

**Leveraging Local Environment:**

The college is situated wada, where the peoples are belonging to the Scheduled Tribe (ST). The college is providing higher education for the poor people in the vicinity students. The college organizes awareness Rallies for the rural people.The college also conducts the Swachh Bharat Abhiyan,Tree Plantation and visits to orphanage home.

**Locational Knowlege and Resources:**

The people in the vicinity areas speak Marathi,Agari and Adivasi boli ,hence the college has selected the Marathi Medium. Being situated in rural area the 7 + 1.3 acre land is available for the college. Green and healthy atmosphere is available for students.

The college arranges a visit to special centers like old age homes, orphanages, children with special needs. Thereby it develops social values. The institution always spread awareness through Poster competition on Environmental Issues, Uses of Paper and Cloth bag, Celebration of Environment Day, Anti tobacco awareness programme.

**Community Practices and Challenges:**

Students do not have easy access of Transports Services, therefore the college has its own transport services.The college has own buses to drop the students at college and to their residents.The college give free transportation facility to the villagers while up –down. It helps the daily commuters to reach to their destination.There are very less accessibility of transports.

The college has a borewell in the campus which provides the water facility to the needy people.Villagers do not have water facility in nearby areas hence the college is fulfilling the need of society.

**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:** D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice No. 1**

**Title of the Practice:**

Fulfilling The Primary Need of Clean Water of the Society

**Objectives:**

1. To make provision of water for drinking and other household activities for the villagers.

**Practice:**

Due to the water scarcity condition in the area, LKCE took an initiative to make provision of water for the college campus. It constructed a borewell in the year 2009 which has been a great help to the village. The borewell functions throughout the day. The caretaker of the college looks after the smooth functioning of the borewell. The villagers can access this facility during the college hours which is from 10.00 am to 4.00 pm. As the college is located in the rural areas there are limited houses near the vicinity. 8 to 10 village households benefit from this facility.

**Advantages**

Villagers use this service regularly. It helps in meeting their daily need of water. .

**Challenges**

Power cut may affect the water supply adversely. If the groundwater level is low the borewell does not function effectively. Though we take initiative to provide water to the villagers but serving the entire village is not feasible.

**Evidence of Success:**

Feedback of the Villagers ,Photograph

**Resources required:**

Borewell, water pipelines, water tanks

### **Best Practices 2:**

#### **Streamlining the Admission Process**

##### **Objectives:**

- To streamline the admission process for the Students
- To resolve the difficulties of students during the admission process.
- To provide guidance to earn government and non-government scholarships.

##### **The Context:**

B.Ed. admissions in Maharashtra is done on the basis of CET Examination. The Students are required to know the online application process, exam pattern, eligibility criteria for the course, filling of forms, documents required, fees structure, fees payment facility, Government and Non-Government Scholarship.

##### **The Practice:**

The institution takes a lot of efforts in making the admission process easy and simple. As the admission process contains various steps, students need guidance throughout. The Principal takes keen interest and meets each student and parents who come for the admission enquiry. The administrative staff gives complete information of the fee structure and installment. Students who cannot afford the fees are guided about the Government and Non-Government Scholarships

##### **Evidence of Success**

- Total intake of the students.
- List of Non-Government Scholarships given.
- The students are content with the admission process.
- The admission process is completed on time and classes begin as per schedule.

##### **Resources Required:**

Technical Support and Administrative Staff.

## **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 main aim behind establishment of the Late Khatija College Education ,Wada was to upliftment education among minority students, specially disadvantaged groups among the Muslim minority.50% of the students belonged to the Muslim minority with majority this belonging to underprivileged classes our college provide a facility of to pay fees in installments.

Late Khatija College of Education of Wada and Adivasi dominated area palghar District to contribute to the higher education needs of Adivasis in wada area.To make the empowerment to the women ,our institute uplift to the girls student in higher education.Every year near about 75% girls student from muslim minority are admitted in the college.After completing the B.Ed programme, we offer the Job opportunities to the students.Local persons are being provided employment opportunities.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

Habib Educational and Welfare Society was established in the year 1993, and since then it has been imparting knowledge and education to the students. The society runs various institutions and schools. Today there are over 10000 students enrolled in various institutions run by the Society. the Society runs the M.S. Arts, Science ,Commerce & BMS Degree College, M.S. College of Law, Shoeb College of Education (D.El.Ed), Shoeb High School and Jr. College, M.S. Public High School & Jr. College, M.S. International School M.S. College Pharmacy etc.

### **Concluding Remarks :**

Late Khatija College of Education, Wada was established in the year 2009. The college has grown rapidly in a short span creating a reach for itself in the field of education. The approved intake of students in the B.Ed. course is 100. Although the college offers coeducation it has been noticed with time that mostly girls enroll for this course.

College takes all the necessary measures in the implementation and execution of the Curriculum drafted by the University. College runs value added courses for the students to enhance their social skills, to motivate them to have healthy lifestyle and knowledge of nutritious diet. Students are given timely guidance to focus on self-development. The college has always provided priority to teaching – learning of the student teachers. Teachers encourage all the students to actively participate in the curricular and curricular activities. The college has been striving continuously in upgrading its infrastructure and facilities to provide best learning experience to the students. As the college is situated in the rural area it ensures that the nearby students who are eligible for the course are given preference during admission. The college subsidizes the fees of economically weaker students through non-government scholarships.

Though a lot of hurdles and challenges comes in the way, the institution focuses to make progress in all the facets of the institution. The college strives to fulfill its vision of uplifting the Muslim minority students through quality education and accomplish its mission that is education for all.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <p><b>1. Website of the Institution</b></p> <p><b>2. Prospectus</b></p> <p><b>3. Student induction programme</b></p> <p><b>4. Orientation programme for teachers</b></p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: A. All of the above Remark : Input is edited from data template as well as clarification link provided by HEI.</p>																																								
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b> Answer before DVV Verification:</p> <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>03</td><td>03</td><td>03</td><td>03</td><td>03</td></tr></table> <p>Answer After DVV Verification :</p> <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>13</td><td>13</td><td>13</td><td>13</td><td>13</td></tr></table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b> Answer before DVV Verification:</p> <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>13</td><td>13</td><td>13</td><td>13</td><td>13</td></tr></table> <p>Answer After DVV Verification :</p> <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>17</td><td>17</td><td>17</td><td>17</td><td>17</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	03	03	03	03	03	2022-23	2021-22	2020-21	2019-20	2018-19	13	13	13	13	13	2022-23	2021-22	2020-21	2019-20	2018-19	13	13	13	13	13	2022-23	2021-22	2020-21	2019-20	2018-19	17	17	17	17	17
2022-23	2021-22	2020-21	2019-20	2018-19																																					
03	03	03	03	03																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
13	13	13	13	13																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
13	13	13	13	13																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
17	17	17	17	17																																					



1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>24</td><td>28</td><td>00</td><td>18</td><td>29</td></tr></table> <p>Answer After DVV Verification :</p> <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>06</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : Input is edited from clarification documents .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24	28	00	18	29	2022-23	2021-22	2020-21	2019-20	2018-19	06	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	28	00	18	29																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
06	00	00	00	00																	
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p><b>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>100</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification :</p> <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>4</td><td>3</td><td>1</td><td>1</td><td>3</td></tr></table> <p>Remark : Input is edited from certificates .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	4	3	1	1	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	3	1	1	3																	
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"><li><b>1. Students</b></li><li><b>2. Teachers</b></li><li><b>3. Employers</b></li><li><b>4. Alumni</b></li><li><b>5. Practice teaching schools/TEI</b></li></ol>																				

	<p>Answer before DVV Verification : C. Any 3 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p> <p>Remark : HEI has not provided filled feedback forms input is edited according to it .</p>																				
1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : C. Feedback collected and analysed</p> <p>Answer After DVV Verification: E. Feedback not collected</p> <p>Remark : Input is edited from 1.4.1 metric.</p>																				
2.2.2	<p><b>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</b></p> <ol style="list-style-type: none"><li><b>1. Mentoring / Academic Counselling</b></li><li><b>2. Peer Feedback / Tutoring</b></li><li><b>3. Remedial Learning Engagement</b></li><li><b>4. Learning Enhancement / Enrichment inputs</b></li><li><b>5. Collaborative tasks</b></li><li><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></li><li><b>7. Multilingual interactions and inputs</b></li></ol> <p>Answer before DVV Verification : B. Any 4 of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p>																				
2.3.2	<p><b>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</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <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>16</td><td>16</td><td>16</td><td>16</td><td>16</td></tr></table> <p>Answer After DVV Verification :</p> <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>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	16	16	16	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	10	10	10	10	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	16	16	16	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	10	10	10	10																	
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p>																				

	<ol style="list-style-type: none"> <li>1. Understanding theory courses</li> <li>2. Practice teaching</li> <li>3. Internship</li> <li>4. Out of class room activities</li> <li>5. Biomechanical and Kinesiological activities</li> <li>6. Field sports</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Kindly provide the following documents .</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li>1. Organizing Learning (lesson plan)</li> <li>2. Developing Teaching Competencies</li> <li>3. Assessment of Learning</li> <li>4. Technology Use and Integration</li> <li>5. Organizing Field Visits</li> <li>6. Conducting Outreach/ Out of Classroom Activities</li> <li>7. Community Engagement</li> <li>8. Facilitating Inclusive Education</li> <li>9. Preparing Individualized Educational Plan(IEP)</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. Planning and scheduling academic, cultural and sports events in school</li> <li>2. Planning and execution of community related events</li> <li>3. Building teams and helping them to participate</li> <li>4. Involvement in preparatory arrangements</li> <li>5. Executing/conducting the event</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input s edited from data template.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> <li>4. Preparation of term paper</li> <li>5. Identifying and using the different sources for study</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above</p>

	<p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : 1 , 2, and 4 points have been provided by HEI input is edited according to it.</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p>2.4.9.1. <b>Number of schools selected for internship during the last completed academic year</b></p> <p>Answer before DVV Verification : 8</p> <p>Answer after DVV Verification: 5</p> <p>Remark : Input is edited from clarification documents .</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol> <p>Answer before DVV Verification : B. Any 6 or 7 of the above</p> <p>Answer After DVV Verification: A. Any 8 or more of the above</p> <p>Remark : Input is edited from clarification documents and DVV maker apologies for the inconvenience for the documents .</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 134</p> <p>Answer after DVV Verification: 90</p> <p>Remark : Input is edited from clarification documents and DVV maker apologies for the documents for following metric as some technical issue for the documents are deleted or not saved.</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol>

	<p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : Input is edited from clarification documents .</p>																				
3.3.1	<p><b>Average number of outreach activities organized by the institution during the last five years..</b></p> <p><b>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</b></p> <p>Answer before DVV Verification:</p> <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>05</td><td>04</td><td>02</td><td>04</td><td>03</td></tr></table> <p>Answer After DVV Verification :</p> <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>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : Days are not considered in the outreach activity input is edited according to it.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	05	04	02	04	03	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
05	04	02	04	03																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p><b>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>200</td><td>200</td><td>200</td><td>183</td><td>186</td></tr></table> <p>Answer After DVV Verification :</p> <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>200</td><td>200</td><td>183</td><td>183</td><td>186</td></tr></table> <p>Remark : After reviewing the documents input is edited from 1.1 metric.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	183	186	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	183	183	186
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	183	186																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	183	183	186																	
3.3.3	<p><b>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</b></p> <p><b>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</b></p> <p>Answer before DVV Verification:</p> <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>04</td><td>03</td><td>01</td><td>03</td><td>01</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	04	03	01	03	01										
2022-23	2021-22	2020-21	2019-20	2018-19																	
04	03	01	03	01																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	151	0	96	81

Remark : Input is edited from clarification documents .

4.1.2	<p><b>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.</b></p> <p><b>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities</b> Answer before DVV Verification : 03 Answer after DVV Verification: 00</p> <p><b>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution</b> Answer before DVV Verification : 12 Answer after DVV Verification: 02</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p><b>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b> Answer before DVV Verification:</p> <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>2.18</td><td>1.90</td><td>0.45</td><td>00</td><td>0.26</td></tr></table> <p>Answer After DVV Verification :</p> <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>.74</td><td>2.88</td><td>.77</td><td>00.0</td><td>0.42</td></tr></table> <p>Remark : Input is edited from clarification documents .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2.18	1.90	0.45	00	0.26	2022-23	2021-22	2020-21	2019-20	2018-19	.74	2.88	.77	00.0	0.42
2022-23	2021-22	2020-21	2019-20	2018-19																	
2.18	1.90	0.45	00	0.26																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
.74	2.88	.77	00.0	0.42																	
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <p><b>1. e-journals</b> <b>2. e-Shodh Sindhu</b> <b>3. Shodhganga</b> <b>4. e-books</b> <b>5. Databases</b></p> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above</p>																				
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last</b></p>																				

**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
0.81	0.60	00	00	0.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.45	0.0098	00	00	0.003

Remark : Input is edited from clarification 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
7.19	14.79	12.59	4.2	6.7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.31	.12	0.64	.48	.33

Remark : Input is edited from audited statement excluding water and

**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 : B. Any 7 of the above

	Answer After DVV Verification: E. Any 4 or less of the above																				
5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <p><b>1. Monetary help from external sources such as banks</b></p> <p><b>2. Outside accommodation on reasonable rent on shared or individual basis</b></p> <p><b>3. Dean student welfare is appointed and takes care of student welfare</b></p> <p><b>4. Placement Officer is appointed and takes care of the Placement Cell</b></p> <p><b>5. Concession in tuition fees/hostel fees</b></p> <p><b>6. Group insurance (Health/Accident)</b></p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : The proof for point 4 has been provided ,input is edited according to it .</p>																				
5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p><b>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>14</td><td>18</td><td>17</td><td>07</td><td>12</td></tr></table> <p>Answer After DVV Verification :</p> <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>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : Input is edited as lack of supporting documents .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	18	17	07	12	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	18	17	07	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p><b>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <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>4</td><td>4</td><td>2</td><td>4</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	4	4	2	4	3	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	4	2	4	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	



01	0	0	01	0
----	---	---	----	---

Remark : Input is edited from data template.

5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li><b>1. Motivating the freshly enrolled students</b></li> <li><b>2. Involvement in the in-house curriculum development</b></li> <li><b>3. Organization of various activities other than class room activities</b></li> <li><b>4. Support to curriculum delivery</b></li> <li><b>5. Student mentoring</b></li> <li><b>6. Financial contribution</b></li> <li><b>7. Placement advice and support</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited from clarification documents .</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Encouraging use of bicycles / E-vehicles</b></li> <li><b>2. Create pedestrian friendly roads in the campus</b></li> <li><b>3. Develop plastic-free campus</b></li> <li><b>4. Move towards paperless office</b></li> <li><b>5. Green landscaping with trees and plants</b></li> </ol>

	<p>Answer before DVV Verification : D. Any 1 or 2 of the above</p> <p>Answer After DVV Verification: E. None of the above</p>																				
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p><b>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <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>0.145080 598</td><td>4.539403 805</td><td>0.757744 951</td><td>0.875610 738</td><td>2.125598 584</td></tr></table> <p>Answer After DVV Verification :</p> <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>00</td><td>00</td><td>00</td><td>.60</td><td>.35</td></tr></table> <p>Remark : Input is edited from data template .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0.145080 598	4.539403 805	0.757744 951	0.875610 738	2.125598 584	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	.60	.35
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.145080 598	4.539403 805	0.757744 951	0.875610 738	2.125598 584																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	.60	.35																	
7.1.9	<p><b>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</b></p> <p>1. <b>Code of Conduct is displayed on the institution’s website</b></p> <p>2. <b>Students and teachers are oriented about the Code of Conduct</b></p> <p>3. <b>There is a committee to monitor adherence to the Code of Conduct</b></p> <p>4. <b>Professional ethics programmes for students, teachers, administrators and other staff are organized periodically</b></p> <p>Answer before DVV Verification : C. Any 2 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : Input is edited from clarification documents as only code of conduct has been provided .</p>																				

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <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>200</td><td>200</td><td>200</td><td>183</td><td>186</td></tr></table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	183	186
2022-23	2021-22	2020-21	2019-20	2018-19							
200	200	200	183	186							

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	183	183	186

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:

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	19	07	13

Answer After DVV Verification:

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

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
97	96	100	82	65

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	64	96	97

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
100	100	100	83	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	84	100

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
16	16	16	16	16

Answer After DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	16	16

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
28.87	21.66	16.23	14.96	10.28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38.98	16.16	62.83	48.18	48.18