SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VAISH ARYA SHIKSHAN MAHILA MAHAVIDYALAYA

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124507
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vaish Arya Shikshan Mahila Mahavidyalaya is a premiere institute in the field of teacher education and has been running since 1989. The institute is affiliated to M. D. University, Rohtak (Haryana), recognized by NCTE and has been Accredited in "A" Grade by NAAC in its very 1st Cycle in 2016-17. College has been granted the status of being under 2(f) and 12(B) by UGC. The institution upholds the criterion of empowering the women as it is a girl's college and holds a good reputation in the state. It is evident from the fact that all its seats get filled in the first counseling. The students achieve great positions in the University every year and also get recognized in zonal as well inter-zonal youth festivals. The college is well-equipped with latest facilities like wi-fi, smart classroom, LCD Projector, updated well-stocked e-library, reading room, fully equipped labs, tutorial centers: canteen etc. makes the institute a better place for the futuristic teachers to learn. The college has been ever working hard to raise the standards of teaching-learning process by organizing seminars, workshops, extension lectures etc. with the aim of transforming prospective teachers into socially responsible citizens. The Institute has conducted a National Seminar Sponsored by **ICSSR, New Delhi** having theme **"Cyber World and its influence of students"** on October 6-7, 2018, **NCW** Sponsored National Seminar having theme "**Cyber World: Schemes and Strategies for Crime against Women**" on 2nd March, 2019 and has also conducted a National Workshop **in Academic Collaboration with NAAC, Bengaluru** having theme **"Choice Based Credit System Curriculum: A New Dimension to Higher Education"** on 29th February, 2020. The College hosted **5 Days District Level YRC Training Camp** from November 13 to November 17, 2022. **Dr. Mukesh Aggarwal, General Secretary, Haryana Red Cross Society, Haryana was the Chief Guest at inaugural ceremony of the Camp.**

Vision

OUR VISION

Aiming for the best through amalgamation of attitude and acumen for qualitative education and developing students responsibility in local, national, and global contents.

Mission

OUR mission

The mission of the institution is to prepare trained, skilled and dedicated teacher for negotiating with the challenges of the complex world by imbibing scientific temperament quality consciousness, teaching skills and human values in them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Mission to impart quality education to all.
- A rich history of 35 years as of 2024.
- A committed and visionary management
- Emphasis on holistic development, social commitment and environmental consciousness.
- Round the clock CCTV surveillance of the campus premises.
- Licensed software and computer interfaced experiments for teaching and learning
- Well developed and Green Campus with diverse Flora and Fauna.
- Highly qualified, competent and committed faculty with a potent combination of Experience & Enthusiasm.
- Emphasis on career-based education, disciplined class room teaching, regular attendance of the students, well-conducted examinations and timely publication of results
- Barrier free campus for differently-abled persons.
- Adequate sports facilities for indoor and outdoor games
- A robust Mentor-Mentee system.
- Secure & safe environment for girl students.
- Eco-friendly campus with rain water-harvesting, energy conservation, waste management mechanism.
- Vision: the college magazine, a platform to exhibit the latent potential of the students
- Systematised accompaniment of mentoring and counselling by competent faculty to facilitate active participation and inculcate a value system among the students.
- Involvement of the faculty in college for executing student and institute related activities through various committees.
- State-of-the-art facilities for teaching, learning, research, sports, students, recreation, etc.
- Technology enabled campus with 24 X 7 Wi-Fi and internet facilities for the staff and students.
- Availability and regular usage of contemporary ICT to enhance teaching learning experience in the institution.
- Enough provision of Student-centric, experiential learning by adopting relevant pedagogies, field surveys, educational tours, etc.
- An atmosphere for holistic development of the student by maintaining a balance between curricular, co-curricular and extracurricular activities.
- Availability of platforms to take part in various government led community service activities & programmes, with the aim is to provide hands-on experience to young students in delivering community service. The institute is committed to its social responsibility by organising blood donation camps and adopting a few villages for hygiene awareness and promoting vigilance for various social-schemes promulgated by the Government, through NSS Camps, YRC drives etc.

Regular involvement of Alumni and other stakeholders who provide constructive suggestions for the infrastructural development, improvement in the teaching learning environment, the library facilities, games and sports facilities etc

Institutional Weakness

- For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased.

- There is a limited scope in enhancing the research rigor on campus.
- The College being an affiliated College of Maharshi Dayanand University, Rohtak is bound to follow the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery.
- Limited resources in the use of digital technology to enhance teaching- learning on campus.
- Generation of funds is often a serious limitation in expansion and up gradation of campus facilities.
- Limited hostel accommodation facility hampers the academic growth in terms of Intake Capacity
- Technological backwardness: Modification and up-gradation of all classrooms into smart-class in proportion with the multifarious faculty, students and the programmes.
- Non availability of technical support staff to handle or maintain the playgrounds, gymnasium machines and apparatus, maintenance of the laboratories instruments of different departments, computer labs and computer attached machines.
- Lack of Financial Resources – Reductions in state funding; the necessity to update programs and services; and rising fixed costs contribute to the lack of available financial resources.
- The potential talent of research is not adequately nurtured due to the procedural delay by the affiliating University and the government policies regarding fund allocation.

Institutional Opportunity

- Strengthening the two way connection between the institution and the community for making the education more comprehensive and all-encompassing.
- Exposing the students to online distance learning and access to online content.
- Making available open learning resources, curated content available online in the form of links and more of good quality content continuously uploaded on various channels. content in local languages is the need of the hour to initialise online learning efforts i.e., 'talk-type' content availability and credit extended for its usage.
- Inculcating group coherence, facilitating more emphasis on productive aspects of Curriculum via experience learning and understanding the opportunities
- Setting up a learning path leading to employability and Industry connect by making use of the forums for experiential learning.
- Empowering the scholars with employability skills i.e., developing soft skills like proficiency in language, computing, analytical capabilities comprehension etc. thus staging entry points for collaboration in enterprise education and entrepreneurship and links with industry.
- Building stronger relationships and increasing mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.
- Conjunction with the alumni to tap the unharnessed potentialities for student progression and inculcating employability skills.
- Enhance strategic engagement and capacity building endeavours in sports making best use of the comradeship of the sports-cohorts

Institutional Challenge

- Keeping pace with the rapid changes in higher education.
- Sustaining quality along with access.
- Providing resources for marginalized students.
- Generation of resources for up gradation of infrastructure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated institution, the college is abided to follow the curriculum of the affiliating University. To ensure the effective delivery of curriculum, staff meetings are conducted to discuss the curricular and co-curricular activities at the beginning of the session. Following the University calendar, the college prepares its own calendar and all the faculty members are instructed to follow the same in teaching, learning and evaluation processes. Thereafter, the time table is prepared and circulated among all teachers. The time table is communicated to the students through a proper channel. The Institution organises various curricular and co-curricular activities from time to time for providing opportunities to its students for acquiring and demonstrating knowledge, skills, values and attitudes related to various learning areas. As the institute is committed to provide best teachers to the society it characterized the students by a profound knowledge of the curriculum and teaching content, various soft skills and knowledge that allow them to master the most advanced knowledge and skills. They are also taught integration of educational technologies in their teaching - learning process that help them to advance and develop their full potential. The institute conducts morning assembly daily for developing moral and social values among students. Micro Teaching, Simulation Teaching practice is conducted to provide skill based teaching to futuristic teachers. Individual active participation in various curricular and co-curricular activities is also ensured so that they can reflect their knowledge, skills and values.

Teaching-learning and Evaluation

Every new student is assessed for their professional competence to ensure that their academic and life goals are met. For this faculty of the college adopts both direct and indirect measures to assess the learning needs of students at entry level. During induction cum orientation program every new student gives her detailed introduction about her previous achievements, hobbies, talent, skills etc. that helps to assess their different learning needs. A Talent Hunt program is also organised in order to showcase the students' hidden talents and help them stand out from the crowd. Faculty members identify different learning needs of students and their level of readiness for the teaching profession by asking questions, observing them and taking tests. By using these strategies they identify different learning needs of students and provide academic support to them. Faculty members identify the diversified needs of learners so they adopt different methods and strategies of teaching. To bring desired changes in the attitude and behaviour of the students faculty of the college used teaching methods depends upon the nature of a task, learning objectives, learner's abilities and learner's entering behaviour. They use student centred and interactive methods for teaching. Online classes with Zoom app were also taken by the faculty members of the college. Career Guidance, Use of ICT for Encouragement, Group Discussion, Projects and Assignments are used by them for enhancing students learning. They also provide group work, class presentations, class discussions, peer reviews, case studies etc. to enhance student learning.

Infrastructure and Learning Resources

Our Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching - learning environment. The infrastructure and learning resources in our college are library, laboratories, computer lab, teaching classroom, language lab, events, meetings and conference room. Support facilities include canteens, Multipurpose hall, seminar halls, workshops hall, sports room, sports ground. Utilities include safe drinking water, restrooms and power generators; Institute has facilities like Xerox etc. Sophisticated equipment available in the laboratories is not redundantly duplicated and availability is ensured by judicious time-sharing. Our Institute has a well-equipped conference room with A/C and LCD, Internet facility and Audio-Video recording system. Our Institute has one advanced & well equipped computer lab with the latest configuration. The labs are well supported with the latest software version and strong anti-virus software support to invasion of viruses. The institute has all supportive equipment such as scanners, printers, speakers, Laptop, LED projector, OHP, etc. Our Institute is maintaining a conducive environment for the students to achieve their dreams. The library is computerized and Koha Software is being used for issuing books and maintaining records. The keywords used for the effective restitution of books in the library are author, title and publisher. The college library has computer and internet facilities. Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc. Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.

Student Support and Progression

The reputation of an educational institution lies on students who have done their Graduation and who are Graduating. Alumni of an institution can play an immensely positive role in education transformation. The role of Alumni Association and their Alumnae representatives provide a strong support to the Managing body of the institution. It can play various important roles like recruiting prospective students, mentoring students and providing assistance to students in career advancement. Our college has nonregistered but functional Alumni Association. Our Alumnae provide their contribution from time to time. Association and its contribution are: - 1. Alumni of the college disseminate environmental awareness. 2. Alumni of college mentor the students and motivate them. Following are the mechanism through which Alumni Association acts as effective support system by: Alumni students participate in co-curricular activities and community services also. Various tree plantation campaigns like Taru Tarang, Paryavaran Tarang etc. which have been run by our college. The alumni of our college also contributed to this campaign. The alumni planted saplings in the communities and adopted villages. The alumni of the college also provide their services by teaching. They also guide the students in Yoga, making best out of waste etc.

Governance, Leadership and Management

The Institution has adopted the decentralization and participative management in the process of academics and administration. The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The management gives generous freedom and flexibility to the

Principal together with the academic council to lead all the activities of the college. They regularly meet and take necessary steps to formulate and implement the perspective plan of the institution. The Governing Body delegates authority to the Principal who, in turn share it with the different levels of functionaries in the college. The Faculty Members, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same. Teachers play an important role in implementing the vision and mission of the college and to that end play a proactive part in the decision-making process. As part of quality improvement the institution the IQAC and College Development Committee and other statutory Committees continuously work. In the beginning of academic year all faculty members conduct a meeting and discuss the smooth functioning of the institution. Various committees are constituted and responsibilities are assigned to them. Committee Convener and members of the committee report to the principal and IQAC about the planning and implementation of the decision. They get the feedback from all the Stakeholders of the institution and take steps for further improvements as far as they are within the capacity and recommend the management for further corrective action. The Administrative and academic duties are controlled by the Principal of the Institution. Faculty Members are given specific duties and responsibilities to attend the day to day routine work. Every faculty member is involved in the various academic and administrative or other statutory and non-statutory committees. Internal Quality Assurance Cell monitors the academic and administrative activities. Mentorship is introduced in all the departments and it is effectively monitored by the Principal. The Management of the Institution prioritizes in ensuring the quality level of faculty members during appointment.

Institutional Values and Best Practices

Our Vision: Aiming for the best through amalgamation of attitude and acumen for qualitative education and developing student's responsibility in local, national, and global contents.

Our Mission: The mission of the institution is to prepare trained, skilled and dedicated teacher for negotiating with the challenges of the complex world by imbibing scientific temperament quality consciousness, teaching skills and human values in them.

Our Values: To inculcate moral values, the institution organizes morning assembly wherein Thought of the day, G.K. Questions, News and other daily activities are done so that prospective teachers sensitize towards existing scenario.

Through curriculum and extension activities, the institute instils social awareness in students. As part of its efforts to create awareness of its residents, the college organizes blood donation camps, education awareness programs, and gender equality programs. The college effectively runs the National Service Scheme (NSS), Youth Red Cross (YRC), Outreach Cell, Eco Club, Women Cell, Legal Cell etc. Through these units and clubs, the college undertakes various extension activities in the neighbourhood community, sensitizing students to social issues. There are many social issues that volunteers address, including cleanliness, tree plantation, water conservation etc. Various opportunities are provided by the college's Outreach Cell for students to participate in positive community-based activities including sensitization for rural development. As a result of extension and outreach activities, students become more aware of social, environmental, and political issues, and a sense of responsibility and belonging is instilled in their personalities through involvement. Students have gained a better understanding of their responsibilities as a result of these activities. Research work is also carried out by the students through Action Research, HIV/AIDS awareness, Case Study. Field work/Dissertation work is also being carried out by M.Ed. Students

Research and Outreach Activities

Through curriculum and extension activities, the institute instils social awareness in students. As part of its efforts to create awareness of its residents, the college organizes blood donation camps, education awareness programs, and gender equality programs. The college effectively runs the National Service Scheme (NSS), Youth Red Cross (YRC), Outreach Cell, Eco Club, Women Cell, Legal Cell etc. Through these units and clubs, the college undertakes various extension activities in the neighbourhood community, sensitizing students to social issues. There are many social issues that volunteers address, including cleanliness, tree plantation, water conservation etc. Various opportunities are provided by the college's Outreach Cell for students to participate in positive community-based activities including sensitization for rural development. As a result of extension and outreach activities, students become more aware of social, environmental, and political issues, and a sense of responsibility and belonging is instilled in their personalities through involvement. Students have gained a better understanding of their responsibilities as a result of these activities. Research work is also carried out by the students through Action Research, HIV/AIDS awareness, Case Study. Field work/Dissertation work is also being carried out by M.Ed. Students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VAISH ARYA SHIKSHAN MAHILA MAHAVIDYALAYA
Address	Opposite Railway Station, Line Par, Bahadurgarh
City	BAHADURGARH
State	Haryana
Pin	124507
Website	www.vasmm.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Asha Sharma	01276-260383	9711030001	-	vasmm89@gmail.com
IQAC / CIQA coordinator	Divya Bansal	011-61378489	8607266162	-	kiranmalik570@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Haryana	Maharishi Dayanand University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	13-07-2018	View Document
12B of UGC	13-07-2018	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	01-06-1998	12	Institution is permanently affiliated to the affiliating University MDU Rohtak

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?	Yes
If yes, name of the agency	Indian Red Cross Society Chandigarh Haryana
Date of recognition	08-09-2022

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Opposite Railway Station, Line Par, Bahadurgarh	Urban	0.864127	3321

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,	0	Graduation	English,Hindi	100	100
PG	MEd,Education,	0	B.Ed.	English,Hindi	50	22

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	2				2				21			
Recruited	0	1	0	1	0	0	0	0	0	15	0	15
Yet to Recruit	1				2				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				13
Recruited	3	8	0	11
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest 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	1	0	0	0	0	0	5	0	6
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	1	0	0	0	0	0	15	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	75	25	0	0	100
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	15	7	0	0	22
	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	9	13	10	10
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	13	11	12	15
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	78	76	78	98
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	123

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vaish Arya Shikshan Mahila Mahavidyalaya, Bahadurgarh provides a Holistic multidisciplinary educational environment. The institution aims to attain the highest global standards in providing quality education. The following opportunities have already been in place for the last few years: • The College has been accredited in "A" Grade by NAAC in its very first cycle of Accreditation. • The college has been granted the Status of 2(f) & 12(B) by UGC. • The College has also been awarded District Green Champion Certificate by Government of India, Mahatma Gandhi National Council of Rural Education, Department of Higher Education, and Ministry of Education. • College has initiated a step

	towards the knowledge building process using online platform. • Webinars, seminars and workshops are conducted by different departments and committees, which are of multidisciplinary nature
2. Academic bank of credits (ABC):	"Academic Bank of Credits (ABC)" is an academic service mechanism as a digital/virtual/online entity established and managed by MOE/UGC to facilitate students to become its academic account holders and paving the way for seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching learning. Vaish Arya Shikshan Mahila Mahavidyalaya, Bahadurgarh is an affiliated college to Maharshi Dayanand University, Rohtak and completely adheres to the curriculum framework and syllabi as approved by the University from time to time. The college also fills student information on ERP portal of the University. The faculty of the college provide tailor-made solution to their students and have completely implemented the leaner-centric approach. Faculty not only provide relevant online and offline resources to the students but also develop and deliver content whenever there are gaps in the understanding of students in addition to regular classroom teaching-learning. The faculty of the college are constantly engaged in the creation of text material, instructional videos, and demonstration videos, remedial session and tutorial sessions to help the students achieve their optional best
3. Skill development:	College aims to develop soft skills namely communication skills, decision making skills, problem solving skills, negotiation skills and leadership skills among prospective teachers. As teachers play a pivotal role in developing the future generations, faculty of the college guide them to enhance their competencies. Institute also organizes various activities on regular period for developing skills among its students. For developing teaching skills among students micro teaching, mega teaching is scheduled by the institute which reflects during their teaching internship.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Through thousands of years, Indian knowledge systems have evolved from Indian culture, philosophy, and spirituality. It offers insightful

	analyses and practical suggestions on how to manage stress, sustain sustainability, develop you, and innovate, issues still relevant today. Faculty of the institute integrate Indian Knowledge system, languages and culture during implementation of teaching-learning process. Teachers use bilingual mode in classrooms and assessment. Institute organize various activities that helps the students in knowing Indian culture like Extension Lecture By Brahm Kumaris,Spreading awareness by students on various occasions like Budha Purnima, Mahavir Jayanti etc. Activities like these helps in the inculcation of Moral Values.
5. Focus on Outcome based education (OBE):	Institute aspires to prepare qualified, trained teachers with missionary spirit and for this, teaching skills are nurtured among future teachers with practicing teaching skills. Micro lesson plan, Mega Lesson Plan, Discussion lesson plan, Daily lesson plans are not only taught but practised also. Students are informed about their strengths and weaknesses so that they can work on them. To Train pupil teachers as responsible citizens colleges indulge them in various activities related to national concerns. To prepare teachers capable of facing challenges of Society, institute develops broaden thinking among pupil teachers. They are acquainted with various psychological facts required for day to day handling of the students in schools. To inculcate ethics, values and modernity in teacher trainees, college organizes extension lectures, value based programs etc. Leadership skills are developed among future teachers through various activities and projects organized in college. Students help the society with its progress by participating in awareness programs for society and contribute to the nation's development.
6. Distance education/online education:	Vaish Arya Shikshan Mahila Mahavidyalaya, Bahadurgarh uses online mode of education as per need of time and students. In an effort to extend learning opportunities outside the confines of the traditional classroom, students and teachers make use of internet technology. Through options such as virtual classrooms or sessions, students and teachers interact with one another. College also uses ZOOM app for the organization of virtual classes. Institute organize various online webinars, workshops and state/national level competitions to make both teachers and students tech-savvy. Institute form

	WhatsApp groups of students to facilitate m-learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been established in the college with the aim to strengthen the culture of electoral participation among young voters and familiarize them about their electoral rights and the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' coordinator and coordinating faculty members are appointed by the College and the ELCs are functional. And yes, ELCs are representative in Character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The college has an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. The Institute conducts a special program on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC. The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice of the citizens in this connection SVEEP (Systematic Voters' Education and Electoral Participation) program was organized in our Institute to create awareness about the value of vote among the students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	All the students are above 18 years and they are encouraged to disseminate the knowledge about the importance of voting rights and duties of citizens as

institutionalize mechanisms to register eligible students as voters.	responsible voters in their neighborhoods and they are also encouraged to get their Voter I'd made and cast their votes and fulfil the duties of a responsible citizen.

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
221	196	197	198	198

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

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	100	100	100	100

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	48	48	50	48

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	96	98	96	97

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	91	97	88	97

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	100	100	100	100

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	14	14	14

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	16	16	16	16

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1683038	1078564	219595	335436	334771

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

3.2

Number of Computers in the institution for academic purposes..

Response: 31

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

As the college is affiliated to Maharishi Dayanand University, it has to stick to the curriculum that the university sets out. To ensure the smooth implementation of this curriculum, staff meetings are held at the beginning of each academic session. These meetings cover both academic and extracurricular activities to ensure a holistic educational experience. The college creates its own academic calendar aligned with the university's schedule, which serves as a guideline for the session. Faculty members are instructed to adhere strictly to this calendar for teaching, learning, and evaluation purposes. Subsequently, a timetable is prepared and shared among all teachers, outlining the schedule for classes and assessments. Students are then informed of this timetable through appropriate channels, ensuring they are well-informed about their academic obligations for the semester.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

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

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: A. All of the above

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

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: 100

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
15	13	14	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
15	13	14	13	13

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 0

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

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](#)

1.2.3

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

Response: 0

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

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

1.2.4

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

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

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

1.2.5

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

Response: 0

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
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution arranges a diverse range of curricular and co-curricular activities regularly to offer

students opportunities to acquire and showcase knowledge, skills, values, and attitudes across different learning domains. Committed to providing society with top-notch educators, the institution equips students with in-depth knowledge of the curriculum and teaching content, along with various soft skills. This comprehensive education enables them to assist students in mastering advanced knowledge and skills. Additionally, students are instructed in the integration of educational technologies to help them advance and realize their full potential.A daily morning assembly is conducted to instill moral and social values among students. The institute employs Micro Teaching and Simulation Teaching practices to provide skill-based training for future educators. Individual active participation in both curricular and co-curricular activities is encouraged to allow students to showcase their knowledge, skills, and values. This holistic approach ensures that students are well-rounded and prepared for their roles in the education field.

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

1.3.2

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

Response:

Institute takes proactive measures to familiarize students with the diverse aspects of the school system through orientation programs and field engagement. The structured approach outlined for the first and second years aligns well with providing a comprehensive understanding of the educational environment.

First Year: Two-Week Field Engagement

Purpose: To provide students with a better understanding of the school system.

Implementation: Following university guidelines, the college organizes a two-week engagement in the field.

Second Year: Orientation Program and School Internship

Purpose: To prepare students for a more immersive experience in their upcoming school internship.

Implementation: An orientation program is conducted before the school internship, involving detailed discussions with pupil-teachers.

Activities: Pupil-teachers participate in observing and engaging in various school activities, including planning, teaching, and assessment.

Interaction: Pupil-teachers engage with school teachers, community members, and children to gain a holistic perspective.

Internship Opportunities: Pupil-teachers are provided with opportunities to teach in various types of schools, helping them understand the functioning of different boards of school education, their functional differences, assessment systems, norms, and s

tandards.

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

1.3.3

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

Response:

The college offers a diverse array of curricular experiences to its students with the aim of instilling professional skills. This includes the organization of micro-teaching practices, delivery of discussion-based lessons, and a two-week field engagement in the first year, followed by a 16-week internship program in the second year. Both curricular and co-curricular activities are regularly scheduled to support the holistic development of students. Promoting a sense of collaboration, the college conducts various Inter-House Competitions that foster team spirit among students. To ensure a well-structured academic year, an Academic calendar is prepared ahead of each session, laying a strong foundation for academic activities. The establishment of committees facilitates the smooth management of these activities. Additionally, the college arranges field visits and educational trips, contributing to the cultural learning experiences of the students.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 96.4

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

2.1.2

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

Response: 44.36

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
26	22	24	22	22

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

2.1.3

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

Response: 0.38

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
2	0	0	0	0

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

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:

Each incoming student undergoes an evaluation of their professional readiness to ensure the alignment of their academic and life objectives. The college faculty employs a combination of direct and indirect

methods to assess the learning requirements of students at the entry level. As part of the induction and orientation program, each new student provides a detailed introduction, highlighting their prior achievements, hobbies, talents, and skills. This information aids in identifying various learning needs. Additionally, a Talent Hunt program is organized to unveil students' hidden talents, allowing them to distinguish themselves. Faculty members employ questioning, observation, and tests to gauge students' readiness for the teaching profession and to identify their diverse learning needs. Utilizing these approaches, the faculty addresses students' learning needs and provides necessary academic support.

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

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: A. Any 5 or more of the above

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

2.2.3

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

Response: Left to the judgment of the individual teacher/s

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.81

2.2.4.1 **Number of mentors in the Institution**

Response: 16

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Faculty members recognize the diverse needs of learners and accordingly employ various teaching methods and strategies. They tailor their approach based on factors such as the nature of the task, learning objectives, students' abilities, and their initial behavior. Utilizing student-centered and interactive techniques, the faculty at the college aim to instill desired changes in students' attitudes and behaviors.

To enrich student learning, a range of methods is employed, including career guidance sessions, integration of ICT tools for encouragement, group discussions, project-based learning, and assignments. Additionally, they facilitate group work, class presentations, discussions, peer evaluations, and incorporate case studies into the curriculum, fostering an interactive and engaging learning environment.

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

2.3.2

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

Response: 100

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
16	13	14	14	14

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

2.3.3

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

Response: 100

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

Response: 221

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Institute establishes a mentor-mentee committee aimed at nurturing students' professional attributes through continuous mentoring. This program ensures students receive ongoing support to cultivate essential skills for their future careers. Faculty members employ diverse strategies and techniques to cater to students' individual learning needs. Regular discussions between students and teachers keep them updated on current educational trends. Adequate workload is assigned to students to maintain focus on the quality of their work without feeling overwhelmed. Additionally, students participate in field trips to gain practical, real-world experience. They are also tasked with projects such as action research and case studies, broadening their practical knowledge base.

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

2.3.6

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

1.   **Special lectures by experts**

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

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

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

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

The institute conducts numerous extension lectures featuring prominent personalities to fulfill its

objective of equipping students with essential life skills. In fostering creativity, innovation, critical thinking, and empathy, the institute fosters an interactive learning environment through various experiential methods. These include field studies, webinars, workshops, and outreach activities. Additionally, students are actively involved in environmental campaigns to raise awareness of pressing ecological issues. To instill values of social justice, responsibility, and citizenship, the institute engages students in community outreach programs organized by its N.S.S. and Y.R.C. units. Furthermore, to cultivate empathy, the institute celebrates significant national and international days with enthusiastic student participation.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

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	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

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

4. **Identifying and selecting/ developing online learning resources**

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

Response: A. All of the above

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

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: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

To ensure the effective execution of school internships for second-year B.Ed. students, the college has established a Teaching Internship Committee. This committee, in collaboration with the college principal, has identified several schools within the district that are convenient for pupil-teachers. Subsequently, the college obtained permission from these selected schools.

Upon receiving permission from the schools, pupil-teachers were assigned to their respective placements with guidance to uphold the school's standards. Emphasis was placed on the internships being more than just the delivery of lesson plans; they were designed for meaningful and comprehensive engagement with learners and the school environment.

Throughout the internship period, pupil-teachers functioned as regular teachers, actively participating in all school activities including planning, teaching, and assessment. They also interacted with school teachers, community members, and children as part of their holistic engagement.

Furthermore, faculty members were assigned duties in each internship school. Their role involved supervising pupil-teachers for the initial 12 days and monitoring their performance and attendance over the course of 16 weeks.

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

2.4.9

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

Response: 3.5

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

Response: 28

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institute has implemented an efficient monitoring system for its internship program. A duty chart is devised, outlining a 12-day observation period by college faculty members assigned to specific schools. During these initial days, they assess the delivery of lesson plans by pupil-teachers and gather feedback from school principals and administrators.

To facilitate communication and guidance, faculty members create WhatsApp groups for each school, enabling them to share information and provide directions to pupil-teachers. Additionally, surprise visits by the college principal ensure ongoing monitoring of pupil-teachers' progress.

A feedback form is devised, focusing on various parameters such as preparation, teaching methodology, classroom management, self-management, and language proficiency. These forms are distributed to schools, where they are completed by either the principal or a relevant subject teacher, offering insights into the pupil-teachers' performance during their internship.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 78.89

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

2.5.2

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

Response: 42.25

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

Response: 06

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

2.5.3

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

Response: 11.94

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

Response: 191

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The faculty members at the institute are committed to remaining at the forefront of educational advancements through a multifaceted approach. They actively participate in a variety of events, including seminars, workshops, faculty development programs, conferences, and symposiums, where they engage with the latest ideas and technologies shaping the field of education. Moreover, they maintain an ongoing dialogue within the institute, exchanging insights, addressing current issues, and discussing recommendations to ensure they stay informed about emerging trends and challenges. Additionally, faculty members enrich their knowledge by visiting other institutions and universities, where they observe diverse teaching methods and organizational structures. This firsthand experience allows them to adapt and implement innovative practices in their own teaching. Furthermore, they facilitate the exchange of ideas on new policies and regulations, ensuring both faculty and students are well-informed about any changes that may impact their academic endeavors. Finally, faculty members actively contribute to the academic discourse by presenting papers at national and international seminars, conferences, and workshops, thereby sharing their research findings and insights with fellow educators and researchers to foster collaboration and innovation in education. Through these efforts, the institute's faculty members uphold a culture of continuous learning and strive to enhance the educational experience for all stakeholders.

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

2.6 Evaluation Process

2.6.1

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

Response:

The institute is committed to offering students a comprehensive education, and to achieve this goal, it has implemented a system of continuous internal evaluation. As an affiliate of Maharishi Dayanand University, Rohtak, the college assesses students based on the parameters established by the university. For theory papers, 20% of the internal assessment is determined according to university criteria, which includes the submission of assignments, performance in tests, and attendance. The examination committee of the college is responsible for scheduling internal exams, creating question papers, evaluating answer sheets within a specified timeframe, and submitting marks for academic evaluation. Continuous internal evaluation of students involves monitoring their attendance, participation in both curricular and co-curricular activities, completion of assignments, and performance in class tests. This process helps identify students' strengths and weaknesses, allowing for targeted remedial teaching to be provided.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institute ensures transparency in the internal assessment process for students. An examination committee is established to oversee the rules and regulations governing exams, and students are informed in advance about the internal assessment criteria mandated by the university.

At the college level, internal examinations are scheduled to prepare students for the annual exams conducted by the university. Students are given the opportunity to review their answer sheets to address any doubts, and grievances are promptly addressed. Additionally, exemplary answer sheets are shared with students to help them improve in future assessments. Final internal assessment marks are calculated based on attendance, class test scores, and assignment marks.

If any grievances related to university question papers arise during final exams at the university level, they are addressed to the center superintendent and reported to the university. The examination committee promptly informs students of the university's decisions or any relevant information.

After exams, if students have grievances regarding the evaluation of university answer sheets, they can apply for challenge evaluation. The college examination committee communicates the decision to the concerned students. This proactive approach ensures that the institute supports students facing evaluation-related issues, whether at the college or university level.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

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

Response:

Adhering to the guidelines set forth by Maharishi Dayanand University, the institute has developed an academic calendar. This calendar outlines the schedule for various activities such as the commencement of classes, observance of national and international days, N.S.S. and Y.R.C. camps, as well as internal exams.

The syllabus is reviewed in consultation with faculty members, and advance notice is provided to both students and staff regarding the scheduling of in-house exams and final university examinations.

Simultaneously, co-curricular activities outlined in the academic calendar are organized to ensure the holistic development of students. The college principal conducts periodic meetings with faculty members to facilitate the smooth execution of both curricular and co-curricular activities as outlined in the academic calendar.

Furthermore, the examination committee of the college is responsible for scheduling in-house exams and announcing results in accordance with the college's academic calendar.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The institute aims to cultivate a cadre of qualified and dedicated educators imbued with a sense of mission. To achieve this goal, emphasis is placed on fostering teaching skills among aspiring teachers through practical training. Various teaching plans such as Micro Lesson Plans, Mega Lesson Plans, Discussion Lesson Plans, and Daily Lesson Plans are not only taught but also put into practice. Students are provided with feedback on their strengths and weaknesses to enable them to improve.

Furthermore, the institute actively engages student teachers in activities addressing national concerns, aiming to instill a sense of responsibility and open-mindedness. Pupil teachers are familiarized with psychological principles essential for effective classroom management. To instill ethics, values, and

modernity, the college arranges extension lectures and value-based programs.

Leadership skills are honed through organized activities and projects within the college, empowering future teachers to navigate societal challenges confidently. Moreover, students actively contribute to societal progress by participating in awareness programs and initiatives aimed at national development.

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

2.7.2

Average pass percentage of students during the last five years

Response: 96.7

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
96	91	97	88	97

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

2.7.3

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

Response:

The institute maintains a rigorous and comprehensive monitoring system to track the ongoing development of pupil teachers. Academic progress is closely monitored through continuous class tests administered by the faculty, ensuring that students stay abreast of required knowledge and skills.

Additionally, pupil teachers' performance is evaluated through assignments and house exams, providing a holistic assessment of their understanding and application of the material. Teaching skills are honed and assessed through observations during micro-teaching and simulation teaching sessions, allowing faculty to gauge how effectively theory is translated into practice. Furthermore, performance reports obtained from school heads during internships offer invaluable feedback from real-world teaching environments. Beyond academics, pupil teachers' engagement with societal and national issues is observed through their participation in college-organized awareness activities, fostering a sense of social responsibility and awareness. The institute also organizes quizzes and competitions to assess professional performance, ensuring pupil teachers are well-rounded and prepared for their future roles as educators. Overall, this monitoring system underscores the institute's commitment to nurturing competent and socially conscious teaching professionals.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 98

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

2.7.5

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

Response:

The consistent monitoring of both personal and professional development by the college faculty has yielded remarkable results evident in the university exam performance of student teachers. A majority of students consistently achieve marks surpassing 70%, with each student earning a first division. This

achievement underscores the effectiveness of the faculty's guidance and support throughout the academic journey. Moreover, the success of student teachers in competitions hosted by other institutions showcases not only their academic prowess but also their heightened confidence levels, positively influencing their overall performance. Beyond academic excellence, graduates of the B.Ed. program undergo significant transformations in behavior, communication skills, and learning capacities. This indicates the comprehensive impact of the college's monitoring and support systems, fostering holistic development and preparing graduates to excel as educators in their future careers.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 0.4

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	02

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: 75000

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	375000

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	[View Document](#)

3.1.4

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

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

Response: E. None of the above

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: 1.27

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
00	10	03	03	02

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 0.07

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
00	00	01	00	00

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 15

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
17	13	26	13	06

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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
221	196	197	198	198

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)

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: 100

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
221	196	197	198	198

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3.4

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

Response:

Through curriculum and extension activities, the institute instills social awareness in students. As part of its efforts to create awareness of its residents, the college organizes Free Health check up camps, blood donation camps, Social awareness programs, education awareness programs, and gender equality programs. The college effectively runs the National Service Scheme (NSS), Youth Red Cross (YRC), Outreach Cell, Eco Club, Women Cell, Legal Cell etc. Through these units and clubs, the college undertakes various extension activities in the neighbourhood community as well as adopted villages Bamnoli, Sankhol and Nuna Majra sensitizing students to social issues. There are many social issues that volunteers address including cleanliness, tree plantation, water conservation etc. Various opportunities are provided by the college's Outreach Cell for students to participate in positive community-based activities including sensitization for rural development. As a result of extension and outreach activities, students become more aware of social, environmental, and political issues and a sense of responsibility and belonging is instilled in their personalities through involvement. Students have gained a better understanding of their responsibilities as a result of these activities.

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

3.3.5

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

Response: 3

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
01	01	00	01	00

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

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

3.4.2

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

Response: 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	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

Our Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching – learning environment. The infrastructure and learning resources in our college are library, laboratories, computer lab, teaching classroom, language lab, events, meetings and conference room. Support facilities include canteens, Multipurpose hall, seminar halls, workshops hall, sports room, sports ground. Utilities include safe drinking water, restrooms and power generators; Institute has facilities like Xerox etc. Sophisticated equipment available in the laboratories is not redundantly duplicated and availability is ensured by judicious time-sharing. Our Institute has a well-equipped conference room with A/C and LCD, Internet facility and Audio-Video recording system. Our Institute has one advanced & well equipped computer lab with the latest configuration. The labs are well supported with the latest software version and strong anti-virus software support to invasion of viruses. The institute has all supportive equipment such as scanners, printers, speakers, Laptop, LED projector, OHP, etc. Our Institute is maintaining a conducive environment for the students to achieve their dreams.

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

4.1.2

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

Response: 35.29

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

Response: 06

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

Response: 17

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

4.1.3

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

Response: 100

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
1683038	1078564	219595	335436	334771

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is computerized and Koha Software is being used for issuing books and maintaining records.

The keywords used for the effective restitution of books in the library are author, title and publisher. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use. Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc. Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

Our college Library databases, e-journals, e-books, and other electronic information resources may be seamlessly accessed from any computer on the campus network. Our college library has inflibnet as a library resource. Inflibnet provides an N-list for e-books, for e-journals and many other resources. Library resources are:-

• E- Books

• E-journals

• E-Dictionary and Encyclopedia

• Online Newspapers

• References resources

A small number of e-resources may be accessed only from within the college Library building. Current students and staff members frequently visit the N-list.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

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

Response: 16473.6

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
51320	6999	5900	7500	10649

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

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

Response: 1.14

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: 26

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: 41

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: 61

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: 61

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: 82

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Continuous up-gradation of technology and the infrastructure is one of the qualities of our institution. Institute has advanced & well equipped computer labs with the latest configuration. The labs are well supported with the latest software version and strong antivirus software support to invasion of viruses. Leased web connectivity is in place to cater to all students and staff through Wi-Fi and physical connectivity. The institute has all supportive equipment such as scanners, printers, speakers, Laptop, LED projector etc. A language lab for improving the accent, voice modulation, diction with proper construction of simple and complex sentences. CCTVs installed outside of the classroom to make sure of the safety and the security of all students, teachers and equipment.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 7.13

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

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

4.3.4

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 100

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
1683038	1078564	219595	335436	334771

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

4.4.2

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

Response:

Classroom: - Our College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities. Classroom being the most primary and important work space; it is managed with proper systems. Our Institute classrooms are well equipped with all modern technology for better and effective teaching.

Laboratory: - We have a science, psychology, ICT & language lab in our college. There is a lot of equipment in the laboratory, their maintenance is done through the in-charge of the lab and accounting department.

Library: - The requirement and inventory of books is taken from the concerned subject teachers. The final list of required books is properly approved and signed by the Principal. Other issues like removal of

old titles, issue schedule/return of books etc. are prepared by the Library Committee.

Sports: - Our Institute sports committee looks after maintaining the sports ground and sports equipment. Committee organizes various indoor and outdoor sports competitions for students at intra and Inter-College level.

Computers: - Maintenance of computers related to administrative and overall maintenance of campus infrastructure. Our Institute is developed to maintain a balanced student and computer ratio. Continuous upgrading of technology and infrastructure is one of the qualities of our college.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: D. Any 2 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 14.93

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
02	24	04	05	35

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

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

Response: 21.88

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

Response: 21

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
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 22.6

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
14	35	09	14	34

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

Even though our college doesn't have a formal student council, students actively contribute to its smooth functioning by voicing concerns, brainstorming solutions, and collaborating on various initiatives. This collective effort fosters a sense of unity and shared responsibility, with students taking ownership of their

college experience. What's impressive is the diversity of perspectives that students bring to the table, enriching discussions and decision-making processes. Through inclusive approaches, our college community feels supportive and nurturing, with students learning essential skills like communication, problem-solving, and teamwork. Beyond academic learning, the bonds formed through collaboration lead to lifelong friendships and professional networks, preparing students for success beyond graduation.

5.3.2

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

Response: 5

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
10	08	03	02	02

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

5.4 Alumni Engagement

5.4.1

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

Response:

The reputation of an educational institution lies on students who have done their Graduation and who are Graduating. Alumni of an institution can play an immensely positive role in education transformation. The role of Alumni Association and their Alumnae representatives provide a strong support to the Managing body of the institution. It can play various important roles like recruitingprospective students, mentoring students and providing assistance to students in career advancement. Our college has nonregistered but functional Alumni Association. Our Alumnae provide their contribution from time to time. Association and its contribution are:- 1. Alumni of the college disseminate environmental awareness. 2. Alumni of college mentor the students and motivate them.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3

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

Response: 4

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

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

File Description	Document
Data as per Data Template	View Document

5.4.4

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

Response:

Following are the mechanism through which Alumni Association acts as effective support system by ;Alumni students participate in co-curricular activites and community services also.Various tree plantation campaings like Taru Tarang,Paryavaran Tarang etc. has been run by our college.The alumni of our college also contributed to this campaign.The alumni planted saplings in the communities and adopted villages.The most visible involvement of the alumni is by contributing their time to participate in activities of the university, mentoring students, leveraging their contacts to support university administration, faculty and students in their various endeavours, etc.Alumni interactions refer to the engagement and communication between a school, college, or organization and its former students, known as alumni. These interactions are essential for maintaining a strong and supportive network that benefits both the institution and its graduates. Effective alumni interactions contribute to the ongoing success and reputation of an institution by fostering a sense of community, leveraging the collective expertise of graduates, and creating a supportive network for personal and professional development, made effective with engage to serve.The collaboration between faculty and alumni in research and development activities is another area where alumni associations prove invaluable. Alumni, often employed in corporate research and development centres, can bring industry expertise and resources to academic institutions. Establishing research centres in collaboration with alumni can lead to mutually beneficial outcomes, with academic institutions gaining access to funding and advanced technologies, and corporations benefiting from academic expertise and fresh perspectives.One of the primary benefits of alumni associations is their ability to bridge the gap between academia and industry. By maintaining strong ties with their alma maters, alumni can facilitate internships and placements for present students, allowing them to gain real-world experience and industry exposure. Additionally, alumni serve as valuable mentors to students, providing guidance and support, particularly during challenging periods like the first year of studies. This mentorship helps students overcome academic obstacles, especially in STEM fields and promotes their overall growth and success.Alumni associations also serve as a platform for entrepreneurial initiatives. By connecting industrial and entrepreneurial alumni, institutions can foster a culture of innovation and collaboration. Networking opportunities within the alumni community can inspire and support aspiring entrepreneurs, facilitating knowledge sharing, partnerships, and access to resources. This entrepreneurial ecosystem benefits both the institution and the alumni, as it promotes economic growth and empowers alumni to contribute to their communities.Alumni associations also serve as a platform for entrepreneurial initiatives. By connecting industrial and entrepreneurial alumni, institutions can foster a culture of innovation and collaboration. Networking opportunities within the alumni community can inspire and support aspiring entrepreneurs, facilitating knowledge sharing, partnerships, and access to resources.Through industry-institute interactions, mentorship, entrepreneurship networking, research collaborations, community outreach, and financial support, alumni associations contribute to the holistic development and sustainability of higher education ecosystems. By nurturing and leveraging these connections, institutions can create a vibrant and supportive alumni

network, enriching the educational experience for future generations and fostering lifelong partnerships.

File Description	Document
Documentary evidence in support of the claim	[View Document]()

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Vision: Aiming for the best through amalgamation of attitude and acumen for qualitative education and developing student's responsibility in local, national, and global contents.

Our Mission: The mission of the institution is to prepare trained, skilled and dedicated teacher for negotiating with the challenges of the complex world by imbibing scientific temperament quality consciousness, teaching skills and human values in them.

Our Values: To inculcate moral values, the institution organizes morning assembly wherein Thought of the day, G.K. Questions, News and other daily activities are done so that prospective teachers sensitize towards existing scenario.

Nature of Governance: The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the Principal who, in turn share it with the different levels of functionaries in the college. The Faculty Members, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same.

Participation of Teachers . Teachers play an important role in implementing the vision and mission of the college and to that end play a proactive part in the decision-making process

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

6.1.2

Institution practices decentralization and participative management

Response:

The Institution has adopted the decentralization and participative management in the process of academic and administration. Themanagement gives generous freedom and flexibility to the Principal together with the academic council to lead all the activities of the college. They regularly meet and take necessary steps to formulate and implement the perspective plan of the institution. As part of quality improvementthe institution theIQAC and College Development Committee and other statutory Committees continuously work. In the beginning of academic year all faculty members conduct a meeting and discuss the smooth functioning of the institution. Various committees are constituted and responsibilities are assigned to them. Committee Convener and members of the committee report to the principal and IQAC about the planning and implementation of the decision. They get the feedback from all the Stakeholders of the institution and take steps for further improvements as far as they are within the capacity and recommend the management for further corrective action. The Administrative and academic duties are controlled by the Principal of the Institution. Faculty Members are given specific duties and responsibilities to attend the day to day routine work. Every faculty member is involved in the various academic and administrative or other statutory and non-statutory committees. Internal Quality Assurance Cell monitors the academic and administrative activities. Mentorship is introduced in all the departments and it is effectively monitored by the Principal. The Management of the Institution prioritizes in ensuring the quality level of faculty members during appointment.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

VASMM maintains complete transparency in its financial, academic, administrative functions by clearly defining its vision, mission, objectives and procedures. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and Committees

VASMM strictly adheres to the academic calendar that details the various activities in advance. Admission is done through online means as per the University criterion. The entire academic plan is clearly explained to all students in a compulsory orientation programme on admission, addressed by the Principal and faculty members. The internal assessment, comprising various components, ensures that students receive their evaluated answer sheets and monitor their progress, performance. There is provision for remedial examinations and grievance Redressal system. The fee is taken According to the criterion fixed by the Affiliating University.

Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are

advertised in the leading newspapers.

VASMM strictly follows all the rules and regulations of the GOI. All expenditure proposals undergo strict financial scrutiny at various levels. All its purchases are made in a transparent manner. Propriety is ensured at all levels with regular audits by internal auditor, Chartered Accountant.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college is a Self Financing Institution still it follows government policies laid down by the Department of Higher Education & Affiliating MDU, Rohtak. The college takes initiatives in these regards by planning and formulating course of action for better utilization of available human resources and infrastructure. Students' academic excellence, their empowerment and welfare is of prime importance. The Institution plans various activities keeping all these aspects in mind and all round development of childlike Action Research, Project on HIV/AIDS etc. Students do action research on various topics and try to figure out the problems. Students also do survey on HIV/AIDS about the awareness amongst the teenagers in the society about the dreaded disease.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

The Institution functions in an effective and efficient way as visible from policies, administrative setup, appointment and service rules, procedure etc. as it follows all the procedures lay down by the affiliating

university MDU, Rohtak.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

Annual Athletic Meet was held successfully on February 12,13, 2023 wherein different events 100 mtr. Race, 3 Leg Race, Chatti Race, Sack Race, Lemon Race, 200 mtr. Race, 400 mtr. Race, 4X100 Mtr. Relay Race, Discuss Throw, Javelin Throw, Shot put, Needle and Thread Race and Skipping Jump were held and all the staff members performed their duties successfully. Hon'ble Management was invited as the chief guest. Neeraj Student of B.Ed. 2nd Year was declared as the Best Athlete for the Session 2022-23.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution follows various welfare measures for teaching as well non teaching staff such as providing:

ESI

EPFO

Winter Uniform and Shoes

Study Leave Duty Leave for Seminar, Conference, Workshop, FDP etc.

Maternity Leave

Earned Leave etc.

But in the session 2021-22 the list of beneficiaries of welfare schemes providing by the institution is as:

S. No.

Name

Designation

Welfare Measure

1. Ms.

Neetu Jain

Assistant Librarian

ESI, PF

2.

Mr. Naveen Goel

Head Clerk

ESI, PF

3.

Ms. Khushbu

Clerk cum Typist

ESI, PF

4.

Ms. Annu Sharma

Library Attendant

ESI, PF

5.

Ms. Aarti Garg

Computer Operator

ESI, PF

6.

Mrs. Gayatri

Peon

ESI, PF, Winter Uniform and Shoes

7.

Mrs. Rekha

Gate Keeper

ESI, PF, Winter Uniform and Shoes

8.

Mr. Ajay

Peon

ESI, PF, Winter Uniform and Shoes

9.

Ms. Suman

Dusting Woman

ESI, PF, Winter Uniform and Shoes

10.

Ms. Kanta Sweeper

ESI, PF, Winter Uniform and Shoes

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

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
00	00	00	00	00

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: 35

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
11	09	08	05	02

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

6.3.4

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

Response: 29.58

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
05	05	02	09	00

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

6.3.5

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

Response:

The goal of a school staff appraisal is to create a thorough yet supportive and developmental process that ensures all staff has the skills and support they need to carry out their role effectively. This process helps to ensure that staff can continue their professional practice and improve, because successful, quality staff ensures positive outcomes for pupils. Everyone has a desire to improve, and for the Institution staff this is no different. The performance management is viewed as a positive and is not confused with capability, which only applies to your staff's performance if there are serious concerns that the performance management process has been unable to address. The confusion between performance management and capability has led to a Reluctance of staff to engage in the process, with feeling that it is about the Institution trying to do something about weak, underperforming teachers. The appraisal summarises the progress and areas of development for teachers and the professional development. With the employee's future development in mind, the staff members can easily formulate an achievable development action plan including timed actions that facilitates thegrowth and development of the staff member and contribute to College's improvement, leading to improved outcomes for pupils.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Office of Internal Audit works in support of the Board of Trustees and in collaboration with management and external auditors to assess the effectiveness of the internal controls framework devised by the University. The internal controls framework consists of policies, procedures, and activities that safeguard the assets of the organization and ensure that the financial reporting of the Institution is

reliable. Internal Audit accomplishes this by evaluating business processes, strategy and the risks that are present within. Internal Audit performs audits with a focus on financial, operational, compliance, strategic and reputation risks. Internal Audit is also responsible for auditing information systems and the controls embedded within those systems to support organizational processes and goals. Our audits are designed to ensure that the College is functioning in the most efficient manner, and that controls are adequate and effective. We perform our audits based on an annual risk-based audit plan by a certified C.A. practitioner.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

6.4.2

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

Response: 0.6

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
01	00	00	00	02

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

Mobilization of Funds: Tuition fee is the major source of income for the institute. The management provides need-based loans to the colleges. Various government agencies sponsor events like seminars

and workshops. Sponsorships are sought from individuals and corporate for cultural events and fests.

Utilization of Funds: A committee has been constituted to monitor the optimum utilization of funds for various recurring and nonrecurring expenses. Institution seeks quotations from vendors for the purchase of equipment, computers, books, etc. which are scrutinized before a final decision is made, based on parameters like pricing, quality, terms of service, etc. The Principal alongwith the accounts department ensure that the expenditure lies within the allotted budget.

Resource Mobilization Policy and Procedure: Before the financial year begins, Principal prepares the college budget which includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs which includes planned expenses such as lab equipment purchases, furniture, and other development Expenses. Statutory auditors are also appointed who certify the financial Statements in every financial year.

Optimal utilization of resources: Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified system administrators. The optimal utilization is ensured through encouraging innovative teaching-learning practices.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

VASMM attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. Since then, it has been performing the following tasks on a regular basis:

Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.

Students and staff give their feedback and suggestions.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months. The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt.

statutory authorities: Annual Quality AssuranceReport (AQAR)

Two examples:

The Institute IQAC planned, organized and executed the necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators and mapping the various processes across the entire functioning of the Institute.

The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT and enhancementin quality of teaching-learning experience.

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

6.5.2

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

Response:

The Institution reviews its Teaching- Learning Process, Structure & Methodologies of Operations and learning Outcomes at periodic intervals through IQAC set up as per norms:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Summer, winter and mid-term vacations, examination schedule etc. are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute. Students are apprised of the Time-Table, Programme structure, and syllabi of the courses before the commencement of the session. ImportantInstitute for feedback and suggestions. Feedback is properly analysed. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. announcements are made in the morning assembly and attendance and conduct of classes are taken. Feedback from students is also taken individually by teachers for their respective courses. Students are also free to approach the Principal of the

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

6.5.3

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

Response: 6.8

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
11	07	08	05	03

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

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
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

Strength, Weakness, Opportunity and Challenges (SWOC)

- Institutional Strength Value added courses on skill and personality development are in place.
- The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
- The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.
- The college is predominantly a women college.
- The College monitors the growth of disadvantaged students.
- It has excellent rapport with alumni and parents.
- Various counseling and awareness programme being run by college to aware the guardians.
- The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff. N.S.S & YRC wings of the college are active.

Institutional Weakness

- Lack of interest in research work
- Lack of educational awareness among parents
- No hostel accommodation for the students
- Soft skills and communication skills of students need to be improved

Two Air conditioners were added in the Library, so that Students & Faculty Members can read comfortably. Inspection for M.Ed. Course was done so that higher education can be provided. Books were added in the Library.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution strives to conserve energy by reducing energy consumption.Energy conservation has been done in various ways such as planting trees around the campus so that air conditioners are used less.Insulating a building allows it to use less heating and cooling energy to achieve and maintain thermal comfort.Installing LED bulbs,fluorescent lighting or natural skylight windows reduces the amount of energy needed to achieve the same level of illumination compared to traditional incandescentlight bulbs.The building was designed in such a way to make maximum use of natural light.Adding a curtain or other window fixtures in classrooms can allow teachers to reduce glare when exchanging electric light for natural sunlight.Natural sunlight creates a more comfortable learning environment compared to the harsh overhead lights that are commonly installed in classrooms.Investing in energy saving power strips by plugging classroom computers and other equipment into power strips to help reduce standby power use.Many students proudly contribute their efforts to make college campus green while providing education on how to reduce electricity at the instituition.Turn off lights when students leave class,Unplug projectors,computers and smart boards after use.

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

7.1.2

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

Response:

Our college has taken initiatives to manage the waste generated in its campus.Segregation of solid waste is done by hand sorting.Dry waste which includes paper,cardboard,plastic,scrap material is seperated from others.Organic waste such as leftover food,peels,fruit pieces etc.are also collected in seperate bins.For E-waste management,the college segregates old computers,batteries and wires and disposes them at regular intervals.Electronic components contain diversified proportions of glass and metals.Hence disposal helps in recycling aluminium,copper and circuit boardsof different streams.Since these are assigned to critical waste,they sort and seperate the materials and make them ready for sale as usable raw materials.These are also used for the production of new electronics.However,no hazardouschemical waste is generated in the college campus.All these measures ensure that the college regularly takes care of the waste generated by minimising it,and makes efforts to reuse and recycle

it.Laboratory waste is also disposed of taking appropriate steps.Biodegradable waste are also collected and disposed in municipal corporation.

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

Our volunteers are enthusiastically participating in tree plantation campaigns. Volunteers take part in the campaigns and help in planting trees and other related works. Volunteers took a pledge to plant as many trees as possible, take care of the planted trees from time to time and encourage others to do the same. Volunteers also distributed plants to the people, especially medicinal plants, which are distributed with a good thought of maintaining good health of the people. Small steps were taken at the by the organization in the beginning of the session drive under the name "Taru Tarang Abhiyan". "Taru Tarang"from July 11,2022 to August 15,2022.Tree plantation is being done from time to time by the volunteers like World Ozone Day,World Forest Day,April Cold Day,vat Amavasya,World Environment Day.To name a few dates,tree plantation was done during July 11,2022;july 23,2021;July 25,2021; July 26,2021; July 28,2021; July 29,2021;(World Tiger Day);August 09,202;August 09,2022;August 10,2022;August 14,2022' August 15,2022' September 05,2022(Teachers day), September 15,2022;September 16,2022;(World Ozone day), October 11,2022(International Girl Child Day); December 23,2022; December 24,2022(Tulsi Diwas);March 21,2023(World Forest Day);April 01,2023;(April Shital day),April 13,2023(Jallianwala Bagh Massacre),April 20,2023(World Earth Day); April 22,2023;May 19,2023(Vat Amavasya),May 27,2023;June 03,20223(World Environment Day), July 11,2023(Taru Tarang Abhiyan), July 26,2023(Kargil Vijay Diwas); July 28,2023(World Nature Conservation Day); July 31,2023(Shaheed Udham Singh Jayanti).In total around 2,500 plants were planted by volunteers.Volunteers also distributed around 2,500 plants including medicinal plants to boost immunity during pandemic to the community as well as to the villagers.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)

7.1.7

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

Response: 3.05

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
10170	46850	31520	15969	7040

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

7.1.8

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

Response:

Our youth volunteers have been actively involved in organizing tree plantation drives.Volunteers participate in this drive enthusiastically helping each other in planting saplings.All saplings were planted in college campus, Government School Bamnoli,Sankhol Village Bahadurgarh,Village Nuna majra, Mahavir park Bahadurgarh,Anaj mandi Bahadurgarh,Shiv Mandir Bahadurgarh,Shaheedi park Bamnoli,Park Behind Railway Station.Volunteers pledged to take care of the saplings planted,plant more and more trees etc.encourage othjers to do the same.Volunteers also distributed plants especially medicinal plants for people.Plants play an important role in maintaining good health.The organization

also takes small steps like starting a month-long tree plantation campaign named "Taru Tarang"from July 11,2022 to August 15,2022.Tree plantation is being done from time to time by the volunteers like World Ozone Day,World Forest Day,April Cold Day,vat Amavasya,World Environment Day.To name a few dates,tree plantation was done during July 11,2022;july 23,2021;July 25,2021; July 26,2021; July 28,2021; July 29,2021;(World Tiger Day);August 09,202;August 09,2022;August 10,2022;August 14,2022' August 15,2022' September 05,2022(Teachers day), September 15,2022;September 16,2022;(World Ozone day), October 11,2022(International Girl Child Day); December 23,2022; December 24,2022(Tulsi Diwas);March 21,2023(World Forest Day);April 01,2023;(April Shital day),April 13,2023(Jallianwala Bagh Massacre),April 20,2023(World Earth Day); April 22,2023;May 19,2023(Vat Amavasya),May 27,2023;June 03,20223(World Environment Day), July 11,2023(Taru Tarang Abhiyan), July 26,2023(Kargil Vijay Diwas); July 28,2023(World Nature Conservation Day); July 31,2023(Shaheed Udham Singh Jayanti).In total around 2,500 plants were planted by volunteers.Volunteers also distributed around 2,500 plants including medicinal plants to boost immunity during pandemic to the community as well as to the villagers.

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

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

1) Smart boards and collaborative technology are being used by all the faculty members in the educational institution to make the Teaching-Learning process effective.

2)To promote higher education among women the college commenced M.Ed classes from session 2022-23.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institute works with vision aiming the best through blend or combination of attitude and acumen for quantitative education and developing students responsibility in Local, National and Global contents. To achieve this vision college oragnizes the women empowerment programs for making them confident enough to struggle the battle of life. Special health related Seminars, workshops were organized and health check-up camps has been organized to find out the health issues and provided them with Government and Private hospitals helps in the form of consultancy and expenditure. Institute not only focusses on curricular activities but indulge students in various co-curricular activities also. Our institute has made efforts for starting M.Ed. course for the bright future of the girls students.

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

5. CONCLUSION

Additional Information :

- It is the only girl's college in Jhajjar district.
- It is Permanent affiliated to M. D. University, Rohtak.
- **The College has been accredited with "A" Grade by NAAC in the very 1st cycle of Accreditation.**
- The College has been included in the **UGC 2(f) and 12(B).**
- The College has been ranked in **"A" Rank** in the recent inspection conducted by M. D. University, Rohtak (Affiliating University).
- **The institution has been honoured by Hon'ble Governor of Haryana for Youth Red Cross Activities 2017-18 and 2019-20.**
- College has been granted a **Unit of NSS by State Government**.
- The Institute has conducted a National Seminar Sponsored by **ICSSR, New Delhi** having theme **"Cyber World and its influence of students"** on October 6-7, 2018.
- The Institute has conducted a Sponsored National Workshop by **National Commission for Women** having theme "**Cyber World: Schemes and Strategies for Crime against Women"** on 2nd March, 2019.
- The Institute has conducted a National Workshop **in Academic Collaboration with NAAC, Bengaluru** having theme **"Choice Based Credit System Curriculum: A New Dimension to Higher Education"** on 29th February, 2020.
- The College keeps on awaring common people by organizing **Rallies, Street Play, Health Camps on issues like Save Girl Child, Save Environment, Save Earth, Save Water, Clean India Green India, Say no to Plastic, National Unity, Say No To Drugs, Nutritious Diet Awareness etc.**
- **Free Health Check-up and Voluntary Blood Donation Camp** are organized frequently both in Bahadurgarh as well in **Adopted Villages Bamnoli, Nuna Majra and Sankhol**.
- **Ms. Garima Sharma, NSS Volunteer Represented the Institution at Rajpath during Republic Day Parade on January 26, 2022.**
- The College held **First Aid and Home Nursing Training under YRC** from January 01, 2020 to January 08, 2020 funded by the State Government which is a very appreciable effort as the college held it for the first time and usually B.Ed. Colleges does not get permission for this.

- The College hosted **5 Days District Level YRC Training Camp** from November 13 to November 17, 2022. **Dr. Mukesh Aggarwal, General Secretary, Haryana Red Cross Society, Haryana was the Chief Guest at inaugural ceremony of the Camp.**

Concluding Remarks :

The accreditation process will help the institution to identify its strengths and weaknesses and take corrective measures. The guidelines and support provided by NAAC will help the institution to enhance the quality of their programs and services. NAAC accreditation has also led to increased accountability and transparency in the governance and management of institutions. The impact of NAAC accreditation has been significant, and

the council's efforts have helped to promote a culture of quality assurance .

← Go to previous page (https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR)

| Extended Profile Deviations | Metrics Level Deviations |

HEI Name : VAISH ARYA SHIKSHAN MAHILA MAHAVIDYALAYA

Request Date : 11/06/2024

Number of Clarifications : 10

AISHE ID : C-28215

Response Date : 26/06/2024

Extended ID	Deviation Details and HEI Response	Affected Metrics	Findings of DVV	Response of HEI
1.1	**Number of students on roll year-wise during the last five years..** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
221	196	197	198	198 | Attached Documents : 1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714809049_7958.xlsx)	3.3.3 1.2.3 2.3.3 4.3.2 4.2.5 2.2.4 1.2.5 3.3.2	Provide appropriate document duly certified by competent authorities	Appropriate document duly certified by Principal of the Institute. Supporting Document : 1718343817.docx (https://assessmentonli
1.2	**Number of seats sanctioned year wise during the last five years..** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
150	100	100	100	100 | Attached Documents : 1.Letter from the authority (NCTE / University / R (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1713510366_7958.pdf) 2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714975509_7958.xlsx)	2.1.1	Document relating to Sanction of intake from University for all programmes ☐ Approval letter of NCTE for intake for all programmes	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. Supporting Document : 1718264962.pdf (https://assessmentonline

1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**	2.1.2	Provide document showing the State Government / Central Government reservation policy for admission in higher education	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
72	48	48	50	48

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714975515_7958.xlsx)
2.Central / State Govt. reservation policy for adm
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714975867_7958.pdf)

Supporting Document :

1718264978.pdf (https://assessmentonline

| 1.4 | **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..** | 2.4.9 2.7.4 2.7.2 | Provide authenticated document showing the number of outgoing/final year students in different programs during the assessment period | Supporting Document :

1718945686.pdf (https://assessmentonline |
|---|---|---|---|---|

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
98	96	98	96	97

Attached Documents :

1.List of final year students with seal and signat
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1715583985_7958.pdf)
2.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1715057702_7958.xlsx)

1.5	**Number of graduating students year-wise during last five years..**	5.2.1 5.2.3 5.2.2	Provide the result sheets ▲ issued by the affiliating University	Affiliating University does ▲ not provide any combined result sheets, it provides only DMCs and Degrees. Institute itself maintain the records of results.

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
96	91	97	88	97

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1715057714_7958.xlsx)
2.Consolidated result sheet of graduating students
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1715155402_7958.pdf)

◄   ►   ▼

◄   ►

Supporting Document :

1718348595.pdf (https://assessmentonline

1.6	**Number of students enrolled(admitted) year-wise during the last five years..**	2.1.3 2.1.1	Provide approved ▲ admission list year-wise/ program-wise	Supporting Document : 1718436194.pdf (https://assessmentonline

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
123	100	100	100	100

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714978596_7958.xlsx)
2.Enrollment details submitted to the state / univ
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1716787010_7958.pdf)

◄   ►   ▼

2.1	**Number of full time teachers year wise during the last five years..**	2.5.3 4.2.5 3.2.2 3.2.1 6.3.4 6.3.2 2.5.1 2.5.2 2.3.2	Provide the department wise list of full time teachers during the assessment period	List of full time teachers during the assessment period

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	14	14	14

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714809409_7958.xlsx)
2.Copy of the appointment orders issued to the tea
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714810228_7958.pdf)

Supporting Document :

1718344131.xlsx (https://assessmentonlin

2.2	**Number of Sanctioned posts year wise during the last five years..**	2.5.1	List showing the names of the departments and the number of posts sanctioned for the respective departments. ☐ Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
26	16	16	16	16

Attached Documents :

1.University letter with respect to sanction of p
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1713945503_7958.pdf)

Supporting Document :

1718265053.pdf (https://assessmentonline

| 3.1 | **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** | 7.1.7 4.4.1 4.1.3 | Audited Statement of Income and Expenditure duly certified by the Finance officer / Competent authority highlighting the salary component | Institute has already submitted the total expenditure excluding salary year wise during the last five years. Kindly consider the same. |

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
1683038	1078564	219595	335436	334771

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
16.83	10.78	2.19	3.35	3.34

Remark :
DVV has made the necessary changes

Attached Documents :

1.Audited Income Expenditure statement year wise d
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1714804481_7958.pdf)

Supporting Document :

1718342866.pdf (https://assessmentonline

| 3.2 | **Number of Computers in the institution for academic purposes..** | 4.3.2 | Stock register extracts/invoice copy duly certified by the Principal | Stock register extracts/invoice copy duly certified by the Principal. |

HEI Input :
31

Attached Documents :

1.Invoice bills of purchase of computers
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1716353803_7958.pdf)
2.Copy of recent stock registers
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/dynamic_1716786517_7958.pdf)

Supporting Document :

1718343039.pdf (https://assessmentonline

Powered By KELTRON Software Team

Extended Profile Deviations | Metrics Level Deviations

HEI Name : VAISH ARYA SHIKSHAN MAHILA MAHAVIDYALAYA

Assignment Date : 08/06/2024

Number of Clarifications : 81

AISHE ID : C-28215

Last Date : 23/06/2024

Metric ID	Deviation Details and HEI Response	Findings of DVV	Response from HEI	Status
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** HEI Input : A. Any 5 or more of the above Attached Documents : 1.Meeting notice and minutes of the meeting for in-house curriculum planning (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.2_1714024997_7958.pdf) 2.List of persons who participated in the process of in-house curriculum planning (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.2_1714025011_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.2_1714025022_7958.xlsx) 4.A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.2_1714025034_7958.pdf)	curriculum planning ☐ Meeting notice and minutes of the meeting for in-house curriculum planning ☐ A copy of the programme of action for in- house curriculum planned and adopted during the last completed academic year	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**	☐ URL to the page on website where the PLOs and CLOs are listed ☐ Prospectus for the last completed academic year ☐ Report and photographs with caption and date of student induction programmes ☐ Report	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

1. Website of the Institution

2. Prospectus

3. Student induction programme

4. Orientation programme for teachers

HEI Input :   A. All of the above

Attached Documents :

1.Report and photographs with caption and date of teacher orientation programmes
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.3_1714026675_7958.pdf)
2.Report and photographs with caption and date of student induction programmes
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.3_1714026689_7958.pdf)
3.Prospectus for the last completed academic year
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.3_1714026719_7958.pdf)
4.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.1.3_1714026727_7958.xlsx)
5.URL to the page on website where the PLOs and CLOs are listed
(https://vasmm.com/Home#myCarousel1)

| 1.2.1 | **Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available** | Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum □ Academic calendar showing time allotted for optional /electives/pedagogy courses | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	14	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..

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	14	13	13

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.1_1715069450_7958.xlsx)
2.Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.1_1714549358_7958.pdf)
3.Academic calendar showing time allotted for optional / electives / pedagogy courses
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.1_1714033001_7958.pdf)

| 1.2.2 | **Average Number of Value-added courses offered during the last five years** | Brochure and Course Content along with CLOs of Value added courses | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

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

HEI Input :

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

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.2_1714111513_7958.xlsx)

1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** HEI Input :	List of the students enrolled in the value added course as defined in 1.2.2 ☐ Course completion certificates	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

1.2.3 (continued)

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

Attached Documents :

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** HEI Input : B. Any 3 of the above Attached Documents : 1.Relevant documents highlighting the institutional facilities provided to the students to avail self study courses (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.4_1714114322_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.4_1714114796_7958.xlsx)	Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template ☐ Document showing teachers" mentoring and assistance to students to avail of	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** HEI Input :	Certificates/ evidences for completing the self-study course(s) ☐ List of the students enrolled and completed in the self study course	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

1.2.5 (continued)

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

Attached Documents :

1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.2.5_1714116681_7958.xlsx)

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** HEI Input : C. Any 3 of the above Attached Documents : 1.Sample filled-in feedback forms of the stake holders (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.4.1_1714121059_7958.pdf)	Sample filled-in feedback forms of the stake holders	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** HEI Input : C. Feedback collected and analysed Attached Documents : 1.Stakeholder feedback analysis report with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/1.4.2_1714121112_7958.pdf)	Stakeholder feedback analysis report with seal and signature of the Principal	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
2.1.1	**Average Enrollment percentage of students during the last five years..** Attached Documents : 1.Document relating to Sanction of intake from University (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.1_1713852201_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.1_1713849519_7958.xlsx) 3.Approved admission list year-wise/ program-wise (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.1_1715581971_7958.pdf) 4.Approval letter of NCTE for intake for all programs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.1_1713849814_7958.pdf)	Document relating to Sanction of intake from University ☐ Approval letter of NCTE for intake for all programmes ☐ Approved admission list year-wise/ program-wise	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**	☐ Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English Version) ☐ Final admission list published by the HEI ☐ Admission extract submitted to the state / university authority	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	2.1.2.1. Number of students enrolled from the reserved categories during last five years..			
	HEI Input :			

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	24	22	22

Attached Documents :

1.Final admission list published by the HEI
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.2_1715581978_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.2_1713850449_7958.xlsx)
3.Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.2_1713850380_7958.pdf)
4.Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.2_1715581987_7958.pdf)

2.1.3	**Percentage of students enrolled from EWS and Divyangjan categories during last five years**	☐ Certificates of EWS and Divyangjan ☐ List of students enrolled from EWS and Divyangjan	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years			
	HEI Input :			

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

Attached Documents :

1.List of students enrolled from EWS and Divyangjan
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.3_1714803534_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.3_1713850492_7958.xlsx)
3.Certificate of EWS and Divyangjan
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.1.3_1713850535_7958.pdf)

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**	Relevant documents highlighting the activities to address the student diversities ☐ Reports with seal and signature of Principal ☐ Photographs with caption and date, if any	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	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**			
	HEI Input : A. Any 5 or more of the above			
	Attached Documents :			
	1.Reports with seal and signature of Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.2_1713851072_7958.pdf) 2.Relevant documents highlighting the activities to address the student diversities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.2_1713851149_7958.pdf) 3.Photographs with caption and date, if any (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.2_1713851174_7958.pdf) 4.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.2_1713851189_7958.xlsx)			
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**	☐ Relevant documents highlighting the activities to address the differential student needs ☐ Reports with seal and signature of principal ☐ Photographs with caption and date	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	HEI Input : Left to the judgment of the individual teacher/s			
	Attached Documents :			
	1.Reports with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.3_1713851276_7958.pdf) 2.Relevant documents highlighting the activities to address the differential student needs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.3_1713851329_7958.pdf) 3.Photographs with caption and date (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.3_1713851333_7958.pdf)			

| 2.2.4 | **Student-Mentor ratio for the last completed academic year**

    2.2.4.1. **Number of mentors in the Institution**

    HEI Input :   16

Attached Documents :

1.Relevant documents of mentor-mentee activities with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.4_1713851525_7958.pdf)
2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.2.4_1713851429_7958.xlsx) | ☐ Relevant documents of mentor-mentee activities with seal and signature of the principal | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
16	13	14	14	14 | Attached Documents : 1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.2_1713852354_7958.xlsx) 2.Link of LMS (https://wiki.koha-community.org/w/images/Koha-logo-black-and-white.jpg)	☐ Link to LMS	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**
	
	    2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**
	
	    HEI Input : 221
	
	Attached Documents :
	
	1.Programme wise list of students using ICT support (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.3_1713852659_7958.xlsx)
	2.Documentary evidence in support of the claim (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.3_1713852741_7958.pdf)
	3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.3_1713852750_7958.xlsx)
	4.Any additional Links (https://wiki.koha-community.org/w/images/Koha-logo-black-and-white.jpg)
		☐ Programme wise list of students using ICT support ☐ Documentary evidence in support of the claim ☐ Landing page of the Gateway to the LMS used	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 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**

HEI Input :   A. Any 4 or more of the above

Attached Documents :

1.Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.4_1713852945_7958.pdf)
2.Geo-tagged photographs wherever applicable (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.4_1713852870_7958.pdf)
3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.4_1713852876_7958.xlsx)
4.Link of resources used (https://wiki.koha-community.org/w/images/Koha-logo-black-and-white.jpg) | ☐ Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations ☐ Geo-tagged photographs wherever applicable ☐ Link of resources used | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
| 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**

HEI Input :   A. Any 5 or more of the above

Attached Documents :

1.Reports of activities conducted related to recent developments in education with video graphic support, wherever possible (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.6_1713855357_7958.pdf)
2.Documentary evidence in support of the selected response/s (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.6_1713855348_7958.pdf)
3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.3.6_1713855380_7958.xlsx)
4.Link for additional information (https://nlist.inflibnet.ac.in/) | ☐ Documentary evidence in support of the selected response/s ☐ Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**	☐ Documentary evidence in support of the selected response/s ☐ Reports of activities with video graphic support wherever possible	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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)**

HEI Input :   B. Any 6 or 7 of the above

Attached Documents :

1.Reports of activities with video graphic support wherever possible
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.1_1713855507_7958.pdf)
2.Documentary evidence in support of the selected response/s
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.1_1713855525_7958.pdf)
3.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.1_1713855532_7958.xlsx)

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**	☐ Reports and photographs / videos of the activities ☐ Attendance sheets of the workshops/activities with seal and signature of the Principal ☐ Documentary evidence in support of each selected activity	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

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

HEI Input :   A. Any 8 or more of the above

Recommended Input :
B. Any 6 or 7 of the above

Remark :
DVV has made the changes basis the supporting shared by HEI

Attached Documents :

1.Reports and photographs / videos of the activities
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.2_1713855545_7958.pdf)
2.Documentary evidence in support of each selected activity
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.2_1713855554_7958.pdf)
3.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.2_1713855643_7958.xlsx)
4.Attendance sheets of the workshops/activities with seal and signature of the Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.2_1714552788_7958.pdf)

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** HEI Input : A. All of the above Recommended Input : B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI Attached Documents : 1.Details of the activities carried out during last completed academic year in respect of each response indicated (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.3_1713855689_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.3_1713855701_7958.xlsx)	☐ Details of the activities carried out during last completed academic year in respect of each response indicated	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification
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** HEI Input : A. All of the above Recommended Input : B. Any 3 or 4 of the above Remark : DVV has made the changes basis the supporting shared by the HEI Attached Documents : 1.Samples prepared by students for each indicated assessment tool (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.4_1713855758_7958.pdf) 2.Documents showing the different activities for evolving indicated assessment tools (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.4_1713855820_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.4_1713855830_7958.xlsx)	Samples prepared by students for each indicated assessment tool ☐ Documents showing the different activities for evolving indicated assessment tools	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

| 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**

HEI Input :   A. All of the above

Recommended Input :
C. Any 3 of the above

Remark :
DVV has made the changes basis the supporting shared by the HEI.

Attached Documents :

1.Sample evidence showing the tasks carried out for each of the selected response (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.5_1713855923_7958.pdf)
2.Documentary evidence in respect of each response selected (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.5_1713855932_7958.pdf)
3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.5_1713855943_7958.xlsx) | ☐ Documentary evidence in support of each response selected
☐ Sample evidence showing the tasks carried out for each of the selected response | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |

2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**	☐ Documentary evidence showing the activities carried out for each of the selected response ☐ Report of the events organized ☐ Photographs with caption and date wherever possible	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

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**

HEI Input :   A. All of the above

Recommended Input :
B. Any 4 of the above

Remark :
DVV has made the changes basis the supporting shared by the HEI

Attached Documents :

1.Report of the events organized
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.6_1713856014_7958.pdf)
2.Photographs with caption and date wherever possible
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.6_1713856036_7958.pdf)
3.Documentary evidence showing the activities carried out for each of the selected response
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.6_1713856056_7958.pdf)
4.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.6_1713856062_7958.xlsx)

2.4.7	**A variety of assignments given and assessed for theory courses through**	Samples of assessed assignments for theory courses of different programmes ▲	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. ▲	Changed After Clarification
	1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** HEI Input : A. Any 4 or more of the above Recommended Input : B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI Attached Documents : 1.Samples of assessed assignments for theory courses of different programmes (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.7_1714199893_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.7_1713856115_7958.xlsx) 3.View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.7_1715588771_7958.pdf)	▼ ◄ ►	▼ ◄ ►	
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** HEI Input : 28 Attached Documents : 1.Plan of teacher engagement in school internship (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.9_1714549850_7958.pdf) 2.Internship certificates for students from different host schools (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.9_1714200039_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.9_1714200863_7958.xlsx) 4.Copy of the schedule of work of internees in each school (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.9_1713860590_7958.pdf)	☐ Copy of the schedule of work of internees in each school ☐ Plan of teacher engagement in school internship ▲ ▼ ◄ ►	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. ▲ ▼ ◄ ►	No Change

| 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**

HEI Input :   B. Any 6 or 7 of the above

Recommended Input :
C. Any 4 or 5 of the above

Remark :
DVV has made the changes basis the supporting shared by the HEI

Attached Documents :

1.School-wise internship reports showing student engagement in activities claimed (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.10_1713856858_7958.pdf)
2.Sample copies for each of selected activities claimed (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.10_1713856930_7958.pdf)
3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.10_1713856713_7958.xlsx)
4.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.10_1713857004_7958.pdf) | ☐ Sample copies for each of selected activities claimed ☐ School-wise internship reports showing student engagement in activities claimed ☐ Wherever the documents are in regional language, provide English | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |

| 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)

HEI Input :   A. All of the above

Recommended Input :
B. Any 4 of the above

Remark :
DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Two filled in sample observation formats for each of the claimed assessors (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.12_1714549880_7958.pdf)
2.Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.12_1713857121_7958.pdf) | ☐ Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) ☐ Two filled in sample observation formats for each of the claimed assessors | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |
| 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**

HEI Input :   B. Any 4 of the above

Attached Documents :

1.Format for criteria and weightages for interns' performance appraisal used (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.13_1713857162_7958.docx)
2.Five filled in formats for each of the aspects claimed (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.4.13_1713857188_7958.pdf) | ☐ Format of Criteria and Weightages for interns performance appraisal used ☐ Five filled in formats for each of the aspects claimed | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

2.5.1	**Percentage of fulltime teachers against sanctioned posts during the last five years** Attached Documents : 1.Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.1_1713857255_7958.pdf) 2.English translation of sanction letter if it is in regional language (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.1_1713857296_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.1_1713857313_7958.xlsx)	☐ Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal ☐ English translation of sanction letter if it is in regional language	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years** 　2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years** 　HEI Input :　　　　　06 Attached Documents : 1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.2_1713857341_7958.xlsx) 2.Certificates of Doctoral Degree (Ph.D) of the faculty (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.2_1715581261_7958.pdf)	Certificates of Doctoral Degree (Ph.D) of the faculty	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 　2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** 　HEI Input :　　　　　191 Attached Documents : 1.Copy of the appointment letters of the fulltime teachers (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.5.3_1713857429_7958.pdf)	Copy of the appointment letters of the fulltime teachers	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 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**

HEI Input :   A. Any 4 or more of the above

Recommended Input :
B. Any 3 of the above

Remark :
DVV has made the changes basis the supporting shared by the client

Attached Documents :

1.Documentary evidence for remedial support provided
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.6.2_1713858608_7958.pdf)
2.Details of provisions for improvement and bi-lingual answering
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.6.2_1713858619_7958.pdf)
3.Copy of university regulation on internal evaluation for teacher education
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.6.2_1713858626_7958.pdf)
4.Annual Institutional plan of action for internal evaluation
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.6.2_1713948079_7958.pdf) | ☐ Copy of university regulation on internal evaluation for teacher education ☐ Annual Institutional Plan of action for internal evaluation ☐ Details of provisions for improvement and bi-lingual answering ☐ Documentary evidence | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
96	91	97	88	97 | Attached Documents : 1.Result sheet for each year received from the Affiliating University (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.7.2_1714985101_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.7.2_1714984855_7958.xlsx) 3.Certified report from the Head of the Institution indicating pass percentage of students programme-wise (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.7.2_1714985106_7958.pdf)	☐ Result sheet for each year received from the affiliating University ☐ Certified report from the Head of the Institution indicating pass percentage of students programme-wise	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 2.7.4 | **Performance of outgoing students in internal assessment**

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

    HEI Input :   98

Attached Documents :

1.Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.7.4_1713859611_7958.pdf)
2.Data as per Data template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/2.7.4_1713859622_7958.xlsx) | Record of student – wise/programme-wise/semester-wise Internal Assessment of students for the last completed academic year | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
3.1.1	**Average number of research projects funded by government and/ or non-government agencies during the last five years** **3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	02 | Attached Documents : 1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.1.1_1714203609_7958.xlsx)	Sanction letter from the funding agency	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

3.1.2	**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)** 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)** HEI Input :	☐ Sanction letter from the funding agency ☐ Income Expenditure statements highlighting the research grants received certified by the auditor	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

For 3.1.2 HEI Input table:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	375000

Recommended Input :

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

Remark :
DVV has made the necessary changes, no supporting is shared by the HEI

Attached Documents :

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** HEI Input : E. None of the above Attached Documents : 1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.1.3_1715228856_7958.xlsx)	☐ Institutional Policy document detailing scheme of incentives ☐ Sanction letters of award of incentives ☐ Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal ☐	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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**
	
	HEI Input : E. None of the above
	
	Attached Documents :
		☐ Documentary evidences in support of the claims ☐ Details of reports highlighting the claims made by the institution ☐ Reports of innovations tried out and ideas incubated ☐ Copyrights or patents filed	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** HEI Input : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 00 | 10 | 03 | 03 | 02 | Attached Documents : 1.First page of the article/journals with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.1_1715591009_7958.pdf) 2.E-copies of outer jacket/content page of the journals in which articles are published (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.1_1715590995_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.1_1715591815_7958.xlsx)	☐ First page of the article/journals with seal and signature of the Principal ☐ E-copies of outer jacket/contents page of the journals in which articles are published	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
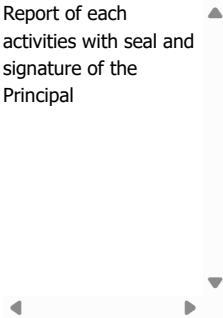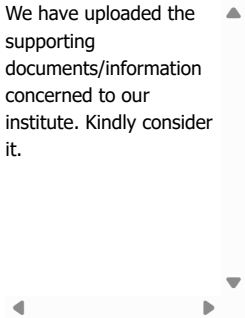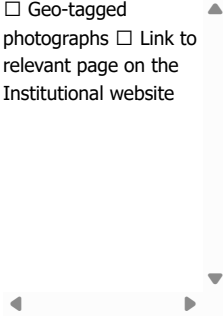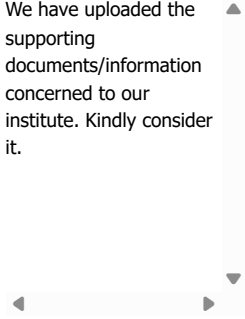
3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 　　3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** HEI Input :	☐ First page of the published book/chapter with seal and signature of the Principal ☐ E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	01	00	00

Attached Documents :

1.First page of the published book/chapter with seal and signature of the Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.2_1714726359_7958.pdf)
2.E-copies of outer jacket/contents page of the books, chapters and papers published along with
ISBN number in national / international conference-proceedings per teacher year-wise
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.2_1714726430_7958.pdf)
3.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.2.2_1714724186_7958.xlsx)

| 3.3.1 | **Average number of outreach activities organized by the institution during the last five years..** | ☐ Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	26	13	06

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
9	20	18	11	06

Remark :
DVV has made the changes basis the supporting shared by the HEI, DVV has not considered the event based on specific day

Attached Documents :

1.Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.1_1714024973_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.1_1714033300_7958.xlsx)

| 3.3.2 | **Percentage of students participating in outreach activities organized by the institution during the last five years** | ☐ Event-wise newspaper clippings / videos / photographs with captions and dates ☐ Report of each outreach activity with seal and signature of the Principal | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
221	196	197	198	198

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
21	50	43	55	68

Remark :
DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Report of each outreach activity with seal and signature of the Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.2_1714033755_7958.pdf)
2.Event-wise newspaper clippings / videos / photographs with captions and dates
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.2_1714033774_7958.pdf)

3.3.3	**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years** 3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years** HEI Input :	☐ Documentary evidence in support of the claim along with photographs with caption and date	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
221	196	197	198	198

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
41	40	43	52	48

   Remark :
   DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Documentary evidence in support of the claim along with photographs with caption and date
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.3_1714034355_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.3_1714193882_7958.xlsx)
3.Any additional information
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.3_1714034365_7958.pdf)

3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** HEI Input :	Appropriate certificates from the awarding agency	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	01	00

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.5_1714206064_7958.xlsx)
2.Appropriate certificates from the awarding agency
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.3.5_1714206072_7958.pdf)

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years** 3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years** HEI Input :	List of teachers/students benefited by linkage – exchange and research ☐ Report of each linkage along with video/photographs	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.1_1714379368_7958.xlsx)
2.Any additional information
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.1_1714379103_7958.pdf)

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**
	
	     3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**
	
	  HEI Input : 02
	
	Attached Documents :
	
	1.Data as per Data Template
	(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.2_1714035406_7958.xlsx)
	2.Copies of the MoUs with institution / industry/ corporate houses
	(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.2_1714035416_7958.pdf)
		Copies of the MoU"s with institution/ industry/ corporate house	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 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**

HEI Input :   B. Any 5 or 6 of the above

Attached Documents :

1.Report of each activities with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.3_1714539159_7958.pdf)
2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/3.4.3_1714549092_7958.xlsx) | Report of each activities with seal and signature of the Principal | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
| 4.1.2 | **Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

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

HEI Input :   06
4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**

HEI Input :   17

Attached Documents :

1.Geo-tagged photographs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.1.2_1714120031_7958.pdf)
2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.1.2_1714109082_7958.xlsx)
3.Link to relevant page on the Institutional website (https://vasmm.com/infrastructure) | ☐ Geo-tagged photographs ☐ Link to relevant page on the Institutional website | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

| 4.1.3 | **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** | ☐ Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | Changed After Clarification |

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
1683038	1078564	219595	335436	334771

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
10.32	8.18	2.19	3.35	3.34

Remark :
DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.1.3_1714221237_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.1.3_1714721710_7958.xlsx)
3.Link for additional information (https://vasmm.com/Download)

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following**	☐ Receipts of subscription /membership of e-resources ☐ E-copy of the letter of subscription /member ship in the name of institution	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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**

HEI Input :   B. Any 3 of the above

Attached Documents :

1.Receipts of subscription /membership to e-resources
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.3_1714221317_7958.pdf)
2.E-copy of the letter of subscription /member ship in the name of institution
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.3_1714221340_7958.pdf)
3.Data as per Data template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.3_1714221361_7958.xlsx)
4.Link for additional information (https://nlist.inflibnet.ac.in/)

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**	☐ Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
51320	6999	5900	7500	10649

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
.51	.069	.059	.075	.106

Remark :
DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.4_1714981536_7958.pdf)
2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.4_1714800817_7958.xlsx)
3.Link for additional information (https://nlist.inflibnet.ac.in/)

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**	Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for ten days each for five months during the last completed academic year with seal and signature of both the	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	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			
	HEI Input : 26			
	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			
	HEI Input : 41			
	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			
	HEI Input : 61			
	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.			
	HEI Input : 61			
	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.			
	HEI Input : 82			
	Attached Documents :			
	1.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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.5_1714453610_7958.pdf)			
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**	Indicate the one/s applicable	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	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**			
	HEI Input : C. Any 2 of the above			
	Attached Documents :			
	1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.2.6_1714453171_7958.xlsx)			

4.3.2	**Student – Computer ratio for last completed academic year** Attached Documents : 1.Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.3.2_1714021982_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.3.2_1714022008_7958.xlsx)	☐ Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

4.3.3	**Internet bandwidth available in the institution**
	
	   4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS**
	
	  HEI Input : 50
	
	Attached Documents :
	
	1.Receipt for connection indicating bandwidth (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.3.3_1714453471_7958.pdf)
	2.Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.3.3_1714453481_7958.pdf)
		☐ Receipt for connection indicating bandwidth ☐ Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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**
	
	  HEI Input : E. None of the above
	
	Attached Documents :
	
	1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.3.4_1714020761_7958.xlsx)
		☐ Link to videos of the e-content development facilities ☐ List the equipment purchased for claimed facilities along with the relevant bills ☐ Link to the e-content developed by the faculty of the institution	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**	☐ Income-Expenditure statement highlighting relevant items with seal and signature of the Principal and Chartered Accountant	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	Changed After Clarification

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

HEI Input :

2022-23	2021-22	2020-21	2019-20	2018-19
1683038	1078564	219595	335436	334771

Recommended Input :

2022-23	2021-22	2020-21	2019-20	2018-19
16.83	10.78	2.19	3.35	3.34

Remark :
DVV has made the necessary changes basis the supporting shared by HEI

Attached Documents :

1.Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.4.1_1714721700_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/4.4.1_1714980173_7958.xlsx)

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**	☐ Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal ☐ Sample feedback sheets from the students participating in each of the initiative ☐ Photographs with date	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	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** HEI Input : C. Any 2 or 3 of the above Attached Documents : 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.1_1715064686_7958.pdf) 2.Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.1_1714724779_7958.pdf) 3.Photographs with date and caption for each initiative (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.1_1714717102_7958.pdf) 4.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.1_1715417297_7958.xlsx)			
5.1.2	**Available student support facilities in the institution are:**	☐ Geo-tagged photographs	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	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** HEI Input : B. Any 7 of the above Attached Documents : 1.Geo-tagged photographs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.2_1714724714_7958.pdf)			

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** HEI Input : D. Any 2 of the above Attached Documents : 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.3_1714715773_7958.pdf) 2.Samples of grievance submitted offline (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.3_1714802412_7958.pdf) 3.Institutional guidelines for students' grievance redressal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.3_1714714872_7958.pdf) 4.Data as per Data Template for the applicable options (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.3_1715177980_7958.xlsx) 5.Composition of the student grievance redressal committee including sexual harassment and ragging (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.3_1714802449_7958.pdf)	☐ Institutional guidelines for students" grievance redressal ☐ Composition of the student grievance redressal committee including sexual harassment and ragging ☐ Samples of grievance submitted offline	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 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)

   HEI Input :   D. Any 1 of the above

Attached Documents :

1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.4_1715179190_7958.pdf)
2.Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.4_1715407619_7958.pdf)
3.Data as per Data template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.1.4_1715415912_7958.xlsx) | ☐ Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter ☐ Report of the Placement Cell | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
02	24	04	05	35 | Attached Documents : 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.1_1715579759_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.1_1714576385_7958.xlsx) 3.Appointment letters of 10% graduates for each year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.1_1715230568_7958.pdf) 4.Annual reports of Placement Cell for five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.1_1715579848_7958.pdf)	☐ Annual reports of Placement Cell for five years ☐ Appointment letters of 10% graduates for each year	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

5.2.2	**Percentage of student progression to higher education during the last completed academic year**
	
	   5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**
	
	HEI Input : 21
	   5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**
	
	HEI Input : 0
	   5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**
	
	HEI Input : 0
	
	Attached Documents :
	
	1.Documentary evidence in support of the claim (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.2_1715417453_7958.pdf)
	2.Details of graduating students and their progression to higher education with seal and signature of the principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.2_1714576745_7958.pdf)
	3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.2_1714576791_7958.xlsx)
		Details of graduating students and their progression to higher education with seal and signature of the principal ☐ Documentary evidence in support of the claim	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)** 5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
14	35	09	14	34 | Attached Documents : 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.3_1715064644_7958.pdf) 2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.2.3_1714576890_7958.xlsx)	☐ Copy of certificates for qualifying in the state/national examination	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
10	08	03	02	02 | Attached Documents : 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.3.2_1714804049_7958.pdf) 2.Reports of the events along with the photographs with captions and dates (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.3.2_1714804101_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.3.2_1715589505_7958.xlsx)	Reports of the events along with the photographs with captions and dates ☐ Copy of circular / brochure indicating such kind of events	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
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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** HEI Input : C. Any 2 or 3 of the above Attached Documents : 1.Report of alumni participation in institutional functioning for last completed academic year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.4.2_1714981805_7958.pdf) 2.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.4.2_1715437326_7958.pdf)	☐ Documentary evidence for the selected claim ☐ Income Expenditure statement highlighting the alumni contribution ☐ Report of alumni participation in institutional functioning for last completed academic year	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

5.4.3	**Number of meetings of Alumni Association held during the last five years**	☐ Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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

HEI Input :

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

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/5.4.3_1714577007_7958.xlsx)

6.2.3	**Implementation of e-governance are in the following areas of operation**	☐ Screen shots of user interfaces of each module ☐ Annual e-governance report ☐ Geo-tagged photographs	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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**

HEI Input :   A. Any 6 or more of the above

Attached Documents :

1.Screen shots of user interfaces of each module
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.2.3_1714629148_7958.pdf)
2.Geo-tagged photographs
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.2.3_1714629217_7958.pdf)
3.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.2.3_1714630213_7958.xlsx)
4.Annual e-governance report
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.2.3_1714629464_7958.pdf)

6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years** HEI Input :	☐ Institutional Policy document on providing financial support to teachers ☐ E-copy of letter/s indicating financial assistance to teachers ☐ Certificate of participation for the claim ☐ Certificate of membership ☐ Income Expenditure statement	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

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

Attached Documents :

1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.3.2_1715671159_7958.xlsx)

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.** 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** HEI Input :	Brochures / Reports along with Photographs with date and caption. ☐ List of participants of each programme	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2022-23	2021-22	2020-21	2019-20	2018-19
11	09	08	05	02

Attached Documents :

1.List of participants of each programme (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.3.3_1714800649_7958.xlsx)
2.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.3.3_1714800617_7958.xlsx)
3.Brochures / Reports along with Photographs with date and caption (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.3.3_1714800632_7958.pdf)

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** 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** HEI Input :	Copy of the Course completion certificates	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	02	09	00

Attached Documents :

1.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.3.4_1714803997_7958.xlsx)

6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)** 6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)** HEI Input :	Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal ☐ Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	02

Attached Documents :

1.Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.4.2_1714721253_7958.pdf)
2.Data as per Data Template
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.4.2_1714970901_7958.xlsx)

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.** 6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
11	07	08	05	03 | Attached Documents : 1.Report of the work done by IQAC or other quality mechanisms (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.3_1714971979_7958.pdf) 2.List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.3_1714971782_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.3_1714983361_7958.xlsx)	Report of the work done by IQAC or other quality mechanisms ☐ List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
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** HEI Input : C. Any 2 of the above Attached Documents : 1.Feedback analysis report (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.4_1714723275_7958.pdf) 2.e-Copies of the accreditations and certifications (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.4_1714633884_7958.pdf) 3.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/6.5.4_1714634125_7958.xlsx) 4.Link to the minutes of the meeting of IQAC (https://vasmm.com/images/IQAC_Minutes_of_Meeting_2017_to_2023.pdf) 5.Link to Annual Quality Assurance Reports (AQAR) of IQAC (https://webapi.vasmm.com//Gallaryimages/e5512def-d27e-417d-a35b-3fc91e9d4acb.pdf)	Link to the minutes of the meeting of IQAC ☐ Link to Annual Quality Assurance Reports (AQAR) of IQAC ☐ Consolidated report of Academic Administrative Audit (AAA) ☐ e-Copies of the accreditations and certifications ☐	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

7.1.3	**Institution waste management practices include**	Documentary evidence in support of each selected response ☐ Geo-tagged photographs ☐ Income Expenditure statement highlighting the specific components	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant**			
	HEI Input : C. Any 2 of the above			
	Attached Documents :			
	1.Income Expenditure statement highlighting the specific components (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.3_1714804197_7958.pdf) 2.Geo-tagged photographs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.3_1714291096_7958.pdf) 3.Documentary evidence in support of each selected response (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.3_1714149224_7958.pdf)			
7.1.4	**Institution has water management and conservation initiatives in the form of**	Income Expenditure statement highlighting the specific components ☐ Documentary evidence in support of the claim ☐ Geo-tagged photographs	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change
	1. Rain water harvesting **2. Waste water recycling** **3. Reservoirs/tanks/ bore wells** **4. Economical usage/ reduced wastage**			
	HEI Input : B. Any 3 of the above			
	Attached Documents :			
	1.Income Expenditure statement highlighting the specific components (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.4_1714804212_7958.pdf) 2.Documentary evidence in support of the claim (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.4_1714149172_7958.pdf) 3.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.4_1714803359_7958.pdf)			

| 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

   HEI Input :   D. Any 1 or 2 of the above

Attached Documents :

1.Videos / Geotagged photographs related to Green Practices adopted by the institution (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.6_1714292282_7958.jpeg)
2.Income Expenditure statement highlighting the specific components (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.6_1714804272_7958.pdf) | Videos / Geo-tagged photographs related to Green Practices adopted by the institution □ Circulars and relevant policy papers for the claims made □ Snap shots and documents related to exclusive software packages used for | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** **7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** HEI Input : 	2022-23	2021-22	2020-21	2019-20	2018-19
10170	46850	31520	15969	7040 | Attached Documents : 1.Data as per Data Template (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.7_1715700094_7958.xlsx)	Income Expenditure statement on green initiatives, energy and waste management	We have uploaded the supporting documents/information concerned to our institute. Kindly consider it.	No Change

| 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**

HEI Input :   B. Any 3 of the above

Attached Documents :

1.Web-Link to the Code of Conduct displayed on the institution's website (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.9_1714538440_7958.docx)
2.Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.9_1714536177_7958.pdf)
3.Details of the Monitoring Committee, Professional ethics programmes, if any (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.9_1714112889_7958.pdf)
4.Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/111618/7.1.9_1714536240_7958.pdf) | Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University ☐ Web-Link to the Code of Conduct displayed on the institution"s website ☐ Reports / minutes of | We have uploaded the supporting documents/information concerned to our institute. Kindly consider it. | No Change |

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